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for Education

Teacher Voice Omnibus

May 2013 Survey

Pupil behaviour

Research Report

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Executive Summary

The Department for Education (DfE) submitted nine questions to NFER's Teacher Voice Omnibus Survey in May 2013. The survey asked a sample of just over 1,700 teachers from a range of schools questions on their perceptions of pupil behaviour; training and support in behaviour management; teacher powers and school policies on behaviour and on pupils' use of mobile phones; and perceptions around the causes of poor pupil behaviour and parents' respect for a teacher's authority to discipline pupils. Two of these questions were also included in the Teacher Voice surveys in June 2008 and February 2012, which allows comparisons over time for these questions.

- Respondents were largely positive about the standard of pupil behaviour in their schools: 77 per cent of teachers said that the standard of behaviour is 'good' or 'very good', which was similar to the 2012 survey (76%) and an increase of seven percentage points compared with the 2008 survey. Perceptions about pupil behaviour were less positive amongst secondary compared with primary teachers in May 2013: 26 per cent said pupil behaviour is 'very good', compared with 42 per cent of primary teachers.
- The proportion of teachers rating pupil behaviour in their school as 'very good' has increased to 34 per cent in 2013, from 26 per cent in 2008 and 30 per cent in 2012.
- The majority of the sample (87%) felt well equipped to manage pupil behaviour, representing a slight increase from 85 per cent in 2012, and 83 per cent in 2008. In 2013, only four per cent of respondents disagreed with this statement.
- Around half of teachers agreed that appropriate training to manage pupil behaviour is available in their school for all classroom teachers (51%). Just over a fifth of teachers (22%) disagreed with this statement. Primary teachers were more positive than secondary teachers about the availability of training: 55 per cent agreed, compared to 47 per cent of those from the secondary sector.
- The findings relating to awareness of the updated advice on powers to discipline pupils were mixed: 42 per cent of respondents were aware of the updated advice; 53 per cent were unaware; and five per cent responded 'Don't know'. Secondary school respondents and senior leaders were more likely than others to be aware of the updated advice.
- Overall, 61 per cent of respondents said that they felt confident using the powers they had to discipline pupils. Confidence in using disciplinary powers was higher amongst primary respondents than secondary respondents and amongst senior leaders than classroom teachers.
- Of those respondents who said that they were aware of the updated advice, 69 per cent felt confident in using their disciplinary powers and a quarter (24%) did not feel confident.

- Same day detentions appear to be more widely used by secondary schools than primary schools: 43 per cent of secondary respondents said that their school uses same day detentions, compared to just 18 per cent of primary school respondents.
- The vast majority of respondents indicated that their school has some level of ban or limitation on pupils' mobile phone usage on school premises; only three per cent reported not having any limitation in place in their school. Limiting what pupils can do with mobile phones during the whole school day was the most commonly reported policy (39%), with a slightly smaller proportion (34%) reporting that their school bans pupils from bringing mobile phones on to school premises and a fifth (22%) reporting that their school only limits use during lesson time. Teachers from primary schools were proportionally more likely to say that their school applies a total ban on mobile phones being brought on to school premises.
- Just under a third (30%) of teachers said that they would use physical means to remove a disruptive pupil from the classroom, almost a fifth (19%) reported that they would not do this although their school allowed it, while a third (33%) said that they would not and their school did not allow it. A much larger proportion of teachers said that they would use physical means to break up a fight between pupils (72%).
- Over half (53%) of respondents agreed that generally parents respect a teacher's authority to discipline pupils, and a further four per cent strongly agreed with this statement. Around a quarter (22%) disagreed with this statement and four per cent strongly disagreed with it.
- When asked what they viewed as the most common factors causing poor behaviour in schools (excluding special educational needs and other medical factors), the most commonly selected factors were related to parental influences or the home environment. Almost three-quarters (72%) of respondents saw 'lack of parental support or poor parenting skills' as the most common factor in poor behaviour, and 'parental lack of respect for teachers and authority' was the second most frequently selected factor (22%).
- Overall, the vast majority of teachers reported that their school does have a 'clear and comprehensive' behaviour policy in place (93%). These were often publicised and enforced by respondents' schools.
- When asked if they were confident that senior staff would support them when disciplining a pupil, 57 per cent said that they 'always' felt confident, and 27 per cent said they 'sometimes' felt confident in this. Primary school respondents were more likely than secondary school respondents to be confident in receiving support (91%, compared to 78% of secondary teachers).
- Seventy per cent of teachers said that they would not be reluctant to talk about behaviour management problems because they would worry that other staff would think that their teaching ability is poor. Just five per cent said that such concerns

would 'always' create a reluctance to discuss such issues, while just under a quarter (24%) said this would 'sometimes' be the case.

Introduction

The Department for Education (DfE) submitted nine questions to NFER's Teacher Voice Omnibus Survey in May 2013. The questions covered the following topics:

- Perceptions of pupil behaviour and managing pupil behaviour.
- Awareness of the powers teachers have to discipline pupils, and confidence in using these powers.
- School policies regarding pupils' use of mobile phones.
- Physical intervention by teachers in situations of challenging behaviour.
- Perceptions of parents' respect for teacher's authority to discipline pupils.
- The causes of poor behaviour in schools.
- Support to manage pupil behaviour.

This report provides an analysis of the responses to the questions, along with supporting information about the survey. Where appropriate, the results are presented by school phase (primary and secondary), by seniority of respondent (classroom teachers or senior leaders), by teacher age group, by years of teaching experience and by gender. The Annexes contain the cross-tabulation findings (Tables 21 to 35).

Some questions were also submitted to the Teacher Voice surveys in June 2008 and in February 2012. Where relevant, comparisons over time have been made.

Context

Ensuring good behaviour in schools is one of the Government's top priorities and central to its aim of closing the attainment gap between disadvantaged children and their peers. In support of this priority the Government has introduced a range of reforms including: changes to the law to strengthen teachers' powers to discipline pupils; simplifying the Department's advice to schools so it is clearer to teachers what they can do in relation to disciplining pupils; and making schools more accountable for their effectiveness in managing behaviour and tackling bullying through the new Ofsted inspection framework.

Within this context, the DfE wished to explore awareness of the Department's updated advice from April 2012¹ on the powers teachers have to discipline pupils, and teacher

¹ DfE (2012). *Behaviour and Discipline in Schools: A guide for head teachers and school staff* [online]. Available:

<http://media.education.gov.uk/assets/files/munro/behaviour%20and%20discipline%20in%20schools%20guide%20for%20headteachers%20and%20school%20staff.pdf> [7 June 2013]

views and perceptions regarding pupil behaviour. Therefore, just over a year on from these reforms taking effect, this research provided a timely opportunity to gather feedback from teachers in relation to pupil behaviour.

Analysis of findings

The sample

A sample of 1703 teachers completed the survey. The sample was weighted to ensure that it was representative and included teachers from a wide range of school governance types and subject areas. Sample numbers were sufficient to allow for comparisons between the primary and secondary sectors. Detailed information about the sample is given in the supplementary section of this report.

Age group of respondents

As can be seen in Table 1 below, around a third of respondents were in the 30 to 39 years age group (33%), with similar proportions of respondents aged 40 to 49 years (29%) and 50 years or over (30%). Very few respondents were under 25 years of age (just one per cent overall). There was very little difference in the age profile of respondents by phase or seniority. This respondent profile is consistent with the previous reports in 2008 and 2012.

Please note that, due to the small number of teachers in the under 25 age range, we have not reported on these respondents' data in relation to any cross-tabulations by age range

Table 1 Please indicate your age group.

	All	Primary	Secondary
Less than 25	1%	1%	1%
25-29	7%	7%	8%
30-39	33%	32%	33%
40-49	29%	30%	27%
50 or over	30%	30%	31%
Local base (N)	1690	857	836

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Length of time in teaching post

Table 2 presents information about respondents' length of time in teaching. In line with the previous reports, the large majority of respondents (92%) had been in teaching for more than five years. Seven per cent of respondents had been teaching for between one and five years; while only two per cent were Newly Qualified Teachers (NQTs). There were only slight variations by phase.

Please note that, due to the small number of teachers in the NQT category, we have not reported on these respondents' data in relation to cross-tabulations by length of service.

Table 2 Please indicate how long you have been in teaching.

	All	Primary	Secondary
I am a NQT (newly qualified teacher)	2%	1%	2%
Between one and five years	7%	5%	8%
More than five years	92%	94%	90%
Local base (N)	1685	853	835

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Standards of pupil behaviour

Teachers were asked to rate the standard of pupil behaviour in their school. As can be seen in Table 3, responses were largely positive: 77 per cent of teachers described pupil behaviour in their school as 'good' or 'very good'. This suggests little change from the February 2012 survey, in which 76 per cent of teachers responded this way. In 2008, 70 per cent of teachers responded 'good' or 'very good'.

The proportion of teachers rating pupil behaviour in their school as 'very good' has increased to 34 per cent in 2013, from 26 per cent in 2008 and 30 per cent in 2012. Meanwhile, over time the percentage of teachers who rated pupil behaviour in their school as 'good' has fluctuated very slightly, selected by 44 per cent in 2008, 46 per cent in 2012 and 43 per cent in 2013. The overall trend is therefore one of steady improvement in perceptions of behaviour.

In the latest survey results, only five per cent of teachers felt that pupil behaviour in their school was 'poor' and just one per cent rated it as 'very poor'. These figures remained very steady when compared to 2008 and 2012 findings (six per cent rated behaviour as

'poor' and one per cent as 'very poor' in 2008; in 2012 the equivalent proportions were five per cent and one per cent).

Table 3 How would you rate the pupil behaviour in your school?

	All	Primary	Secondary
Very good	34%	42%	26%
Good	43%	43%	42%
Acceptable	16%	10%	23%
Poor	5%	4%	7%
Very poor	1%	1%	2%
Don't know	<1%	0%	<1%
Local base (N)	1697	862	838

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Perceptions about pupil behaviour were less positive amongst secondary respondents than their primary school counterparts. For example, 42 per cent of primary respondents said that pupil behaviour was 'very good' in their school, compared to only 26 per cent of secondary respondents. Conversely, only 10 per cent of primary teachers rated pupil behaviour as 'acceptable', compared with 23 per cent of secondary respondents. Similar proportions of teachers rated pupil behaviour as 'good', 'poor' or 'very poor'. This pattern was also seen in previous *Teacher Voice* surveys.

Looking at variations by seniority, similar proportions of classroom teachers and senior leaders described pupil behaviour as 'good' (43% and 41% respectively). However, proportionally more senior leaders rated the standard of pupil behaviour as 'very good' (52%, compared with 30% of classroom teachers). Higher proportions of classroom teachers than senior leaders rated pupil behaviour as 'acceptable' or 'poor', however.

Again in line with previous survey findings, older teachers were most positive in their perceptions of pupil behaviour (see Table 21). For example, amongst those aged 50 years and over, 40 per cent rated pupil behaviour in their school as 'very good'. Whereas amongst those aged 25 to 29 years, 30 per cent selected 'very good'.

Looking at length of service in teaching (see Table 25), those who had been in teaching for more than five years were most positive, as was the case in 2008 and 2012. In 2013, 35 per cent of this group rated the standard of behaviour in their school as 'very good',

compared to a quarter (25%) of those who had been teaching between one and five years.

Pupil behaviour management and training

The next three questions on the *Teacher Voice* survey asked respondents about the extent to which they agreed with a series of statements about behaviour management and training.

As seen in Table 4 below, the large majority of the respondent sample felt well equipped to manage pupil behaviour: 87 per cent, representing a slight increase from 85 per cent in 2012, and 83 per cent in 2008. In 2013, only four per cent of respondents disagreed with this statement.

Table 4 I feel well equipped to manage pupil behaviour.

	All	Primary	Secondary
Agree	87%	91%	83%
Neither agree nor disagree	9%	6%	12%
Disagree	4%	3%	5%
Don't know	<1%	0%	<1%
Local base (N)	1697	861	840

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

When comparing responses between education phases, a higher proportion of primary school teachers than secondary school teachers agreed that they felt well equipped to manage pupil behaviour (91% of primary respondents compared to 83% of secondary respondents). Again these figures have increased slightly when compared to previous *Teacher Voice* results; in 2012, 89 per cent of primary and 80 per cent of secondary respondents respectively agreed that they felt equipped to manage pupil behaviour. And in 2008, the respective figures were 84 per cent amongst primary school teachers and 81 per cent amongst secondary school teachers.

When examining the differences by seniority, nearly all senior leaders said that they felt equipped to manage pupil behaviour (96%), compared to 85 per cent of classroom teachers. These findings are also in line with previous analysis by seniority.

Again in line with previous research findings, proportionately more older teachers agreed with the statement ‘*I feel well equipped to manage pupil behaviour*’ (see Table 22). However, as seen in 2012, the differences between the three older age groups were relatively small. Amongst those aged 30 to 39 years, 40 to 49 years, and 50 years and over, the proportions agreeing that they felt equipped to manage pupil behaviour were very similar at 88 per cent, 87 per cent and 88 per cent respectively. Amongst those aged 25 to 29, 81 per cent said they felt equipped to manage pupil behaviour.

In line with previous findings, the longest serving teachers gave the most positive responses in terms of feeling equipped to manage pupil behaviour. For example, amongst those who had been in teaching for more than five years, 88 per cent agreed that they felt equipped to manage pupil behaviour, compared to 83 per cent of those who had been in teaching between one and five years (Table 26).

The findings as presented in Table 5 show that overall, around half of teachers agreed that appropriate training to manage pupil behaviour is available in their school (51%). Just over a quarter of teachers (26%) neither agreed nor disagreed with this statement, and just over a fifth (22%) disagreed.

Table 5 Appropriate training to manage pupil behaviour is available in my school for all classroom teachers.

	All	Primary	Secondary
Agree	51%	55%	47%
Neither agree nor disagree	26%	25%	27%
Disagree	22%	19%	24%
Don't know	2%	2%	2%
Local base (N)	1694	859	839

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

When looking across education phase, it appears that a greater proportion of primary teachers than their secondary counterparts held positive views about the availability of appropriate training to manage pupil behaviour. For example, 55 per cent of primary school respondents agreed with this statement, compared to 47 per cent of secondary school respondents. In addition, a much higher proportion of senior leaders agreed with this statement than classroom teachers; 77 per cent compared to 44 per cent.

Around half of those who had been in teaching for one to five years or five years or longer agreed that appropriate training was available in their school to manage pupil behaviour (see Table 27).

Next, respondents were asked for their level of agreement with the following statement: *'In my view, senior leaders in my school have more opportunities than classroom teachers to access training to manage pupil behaviour'*.

Views were mixed. As seen in Table 6, over a third (36%) of teachers disagreed with this statement, while a quarter of all respondents (25%) agreed; and 30 per cent neither agreed nor disagreed.

Table 6 In my view, senior leaders in my school have more opportunities than classroom teachers to access training to manage pupil behaviour.

	All	Primary	Secondary
Agree	25%	21%	29%
Neither agree nor disagree	30%	29%	30%
Disagree	36%	42%	30%
Don't know	10%	8%	11%
Local base (N)	1692	857	838

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

The split in opinion can also be seen when exploring the data across education phase. Amongst secondary school teachers, opinions were very evenly split in response to this question: 29 per cent agreed with this statement, whilst 30 per cent disagreed, and 30 per cent neither agreed nor disagreed. In contrast, a higher proportion of primary school respondents disagreed with this statement (42%), while only 21 per cent of primary school respondents felt that there were more training opportunities for senior leaders.

A higher proportion of classroom teachers felt that this disparity in training opportunities occurred in their school, when compared with the figures for senior leaders. Just 13 per cent of senior leaders agreed that this was the case in their school, compared to 28 per cent of classroom teachers.

The data on length of time in teaching (see Table 28) shows that teachers who had been in teaching for more than five years were proportionally most likely to disagree that senior leaders have more opportunities than classroom teachers to access training to manage pupil behaviour. Of this group, 37 per cent disagreed, compared to 26 per cent of those

who had been in teaching between one and five years. In contrast, the proportions of teachers who agreed with the statement varied only marginally by length of service (23% of teachers with one to five years of service, and 25% of teachers who had taught for more than five years said this).

Teachers' disciplinary powers

The next area of questions on the *Teacher Voice* survey asked about awareness of the Department's updated advice on the powers teachers have to discipline pupils, and whether teachers feel confident in using these powers. Teachers were also asked whether their school uses same day detentions.

The findings relating to awareness of the updated advice on powers to discipline pupils were mixed. Table 7 shows that 42 per cent of respondents were aware of the updated advice; 53 per cent were unaware, and five per cent responded '*Don't know*'.

Awareness of the updated advice appeared to be somewhat more widespread amongst secondary school respondents than primary school respondents; 46 per cent of secondary teachers were aware of the updated advice, compared to 38 per cent of primary teachers. A far greater proportion of senior leaders than classroom teachers were aware of the updated advice: 70 per cent and 35 per cent respectively.

Table 7 Are you aware of the Department's updated advice on the powers teachers have to discipline pupils?

	All	Primary	Secondary
Yes	42%	38%	46%
No	53%	56%	49%
Don't know	5%	5%	5%
Local base (N)	1699	863	840

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Respondents were then asked to indicate whether or not they felt confident using the powers they have to discipline pupils. As seen in Table 8, the majority of teachers reported feeling confident in using these powers (61%), while just under a quarter (23%) said they did not feel confident. The remaining 16 per cent responded '*Don't know*' to this question.

Table 8 Do you feel confident using the powers you have to discipline pupils?

	All	Primary	Secondary
Yes	61%	66%	57%
No	23%	17%	29%
Don't know	16%	17%	14%
Local base (N)	1697	862	839

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Exploration of the data by phase shows that confidence in using disciplinary powers was higher amongst primary respondents than secondary respondents. Sixty-six per cent of primary teachers felt confident in using the powers they have to discipline pupils, compared to 57 per cent of secondary teachers.

Senior leaders felt more confident in this area than classroom teachers: 78 per cent of senior leaders said that they felt confident in using their powers, compared to 57 per cent of classroom teachers.

Our analysis next looked at whether teachers' confidence in using their powers varied according to whether or not respondents were aware of the updated advice from the DfE (see Table 35). Of the sub-group who said that they were aware of the updated advice, 69 per cent felt confident in using their disciplinary powers, a quarter (24%) did not feel confident, and just seven per cent responded '*Don't know*'.

Amongst those who were *not* aware of the updated advice on powers to discipline, confidence was still fairly high, with over half reporting feeling confident in their powers to do so (55%). Nonetheless, this represents a difference of 14 percentage points, when compared with the proportion of teachers who were confident and aware of the updated advice (69%).

A much larger proportion of the sub-group who were not aware of the updated advice responded '*Don't know*' (22%) than those who were aware of it. Of those who did not know whether they were aware of the updated DfE advice, the majority felt confident in using their powers to discipline (65%); a very small proportion said they did not feel confident (eight per cent); and 28 per cent said they did not know whether they felt confident in using their powers.

The next question asked respondents whether their school uses same day detentions. Table 9 shows that overall, 30 per cent of respondents indicated that their school uses these, while around two-thirds said that their school does not (67%).

Table 9 Does your school use same day detentions?

	All	Primary	Secondary
Yes	30%	18%	43%
No	67%	79%	53%
Don't know	3%	3%	4%
Local base (N)	1699	863	840

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Same day detentions appear to be more widely used by secondary schools than primary schools: 43 per cent of secondary respondents said that their school uses same day detentions, compared to just 18 per cent of primary school respondents. Meanwhile, a greater proportion of senior leaders than classroom teachers reported that their school does not use same day detention (75% and 65% respectively indicated this).

Mobile phone policies

Respondents were asked to indicate whether or not their school bans or limits pupils' use of mobile phones. The results are presented in Table 10 below.

The vast majority of respondents indicated that their school has *some level* of ban or limitation on pupils' mobile phone usage on school premises; only three per cent reported not having any such ban or limitation in place in their school.

Limiting what pupils can do with mobile phones during the whole school day was the most commonly reported policy, with 39 per cent of teachers giving this response. A slightly smaller proportion (34%) reported that their school bans pupils from bringing mobile phones on to school premises, while a fifth (22%) reported that their school only limits pupil use of mobile phones during lesson time.

Table 10 Does your school ban or limit pupils' use of mobile phones?

	All	Primary	Secondary
Yes, my school bans pupils from bringing mobile phones onto school premises	34%	53%	14%
Yes, my school limits what pupils can do with mobile phones during lesson time only (e.g. cannot make calls/texts or have to be switched off)	22%	3%	42%
Yes, my school limits what pupils can do with mobile phones during the whole school day (e.g. cannot make calls/texts or have to be switched off or stored away)	39%	38%	39%
No, my school does not ban or limit pupils' use of mobile phones on school premises	3%	2%	4%
Don't know	2%	4%	<1%
Local base (N)	1691	858	837

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

A much higher proportion of primary schools than secondary schools apply a total ban on mobile phones being brought on to school premises: over half (53%) of primary respondents reported that this is the policy in their school, compared to only 14 per cent of secondary respondents. In each school phase, similar proportions of teachers reported that their school limits what pupils can do with their mobile phones during the whole school day (38% amongst primary teachers, and 39% amongst secondary teachers). In terms of limits being placed on mobile phone use during lesson time only, this type of policy was reported by a much larger proportion of secondary school respondents (42% compared to just three per cent of primary respondents).

There was some level of variation by seniority on all three of the different types of bans or limitations. Classroom teachers were proportionally more likely than senior leaders to report that their school limits pupils' mobile phone use in lesson time only: 24 per cent of classroom teachers indicated this, compared to 15 per cent of senior leaders.

Additionally, slightly higher proportions of senior leaders than classroom teachers reported that their school limits what pupils can do with their mobile phones for the whole

school day (44% and 38% respectively), or that their school bans mobile phones on school premises (39% and 33% respectively).

Teachers who reported a ban or limitation on pupils' use of mobile phones, were also asked whether or not mobile phones are confiscated from pupils who have contravened the policy. Table 11 presents the findings for this question.

The majority of teachers said that mobile phones are confiscated in their school, either routinely or rarely: 42 per cent said that teachers routinely confiscate mobile phones from pupils who contravene the policy, and 38 per cent said that teachers rarely do this in their school. A much smaller proportion (11%) said that teachers in their school never confiscate mobile phones.

Table 11 Do teachers in your school confiscate phones from pupils who have contravened a ban or limits on the use of mobile phones?

	All	Primary	Secondary
Yes, teachers routinely do this	42%	19%	66%
Yes, teachers rarely do this	38%	43%	32%
No, teachers never do this	11%	21%	1%
Don't know	9%	16%	1%
Local base (N)	1598	802	799

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

There were notable differences by phase. A much higher proportion of secondary school respondents said that teachers routinely confiscate mobile phones in their school (66%), compared to just 19 per cent of primary school teachers giving this response. In addition, primary school teachers were proportionally more likely to say that this rarely happens in their school when compared to secondary school teachers; 43 per cent and 32 per cent respectively. While 21 per cent of primary respondents said that teachers never confiscate mobile phones this in their school, this was the case for only one per cent of secondary respondents.

Physical intervention

The next section of the *Teacher Voice* survey asked teachers if they would use physical intervention in situations of challenging behaviour themselves and, if not, whether their school allows it.

Table 12 shows that just under a third of teachers said that they would use physical means to remove a disruptive pupil from the classroom (30%). Almost a fifth (19%) reported that they would not do this although their school allowed it, while a third (33%) said that they would not and their school does not allow it.

Table 12 Would you use physical means to remove a disruptive pupil from the classroom?

	All	Primary	Secondary
Yes	30%	46%	12%
No, although my school allows this	19%	19%	20%
No, my school does not allow this	33%	18%	50%
Don't know	18%	17%	18%
Local base (N)	1696	862	837

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Interestingly, primary school respondents more frequently reported that they would use physical means to remove a disruptive pupil from the classroom than secondary school respondents (46% and 12% respectively). A much higher proportion of secondary school respondents said they would not use physical intervention in this situation and that their school does not allow it (50%), compared to just 18 per cent of primary school respondents.

Senior leaders were proportionally more likely to say that they would use physical intervention than classroom teachers. Almost half (48%) of senior leaders said that they would use physical means to remove a disruptive pupil from the classroom, compared with 25 per cent of classroom teachers. One further interesting difference to report in terms of seniority is that 21 per cent of senior leaders said that their school does not allow the use of physical means to remove a disruptive pupil from the classroom, compared to 37 per cent of classroom teachers.

Responses were explored in relation to gender of teachers (see Table 33) and their length of time in the profession (see Table 29). There was only slight variation by gender; 27 per cent of males said they would use physical means to remove a disruptive pupil from the classroom, as did 31 per cent of females. Variation by length of service was slightly greater: amongst those teachers who had been in the profession for more than five years, 31 per cent said that they would use physical intervention in this situation, compared to 22 per cent of those who had been teaching between one and five years.

Table 13 shows that overall, a much larger proportion of teachers said that they would use physical means to break up a fight between pupils (72%) than the proportion who said that they would use physical means to remove a disruptive pupil from the classroom (30%).

Table 13 Would you use physical means to break up a fight between pupils if you judged it necessary to do so?

	All	Primary	Secondary
Yes	72%	73%	72%
No, although my school allows this	10%	9%	11%
No, my school does not allow this	5%	5%	6%
Don't know	13%	13%	12%
Local base (N)	1698	863	838

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

The responses between primary and secondary school respondents were very similar. For example, 73 per cent of primary school teachers and 72 per cent of secondary school teachers said that they would use physical means to break up a fight between pupils. Very small proportions of respondents from either school phase said that they would not use physical means in this situation and that their school does not allow this type of physical intervention.

Senior leaders were proportionally more likely to indicate that they would use physical means to break up a fight between pupils than classroom teachers: 85 per cent of senior leaders said that they would use physical means in this situation, compared to 69 per cent of classroom teachers.

There was a difference in responses to this question between genders (see Table 34). Male teachers were proportionally more likely to report that they would use physical means in this situation than female teachers (82% of males said that they would use physical means to break up a fight between pupils, compared to 69% of females).

There were no major differences to report between the responses of teachers who had served between one and five years in post, and more than five years in post (see Table 30).

Parents' respect for teacher authority

Respondents were asked to what extent they agreed that generally parents respect a teacher's authority to discipline pupils. The results are presented in Table 14 below.

The results show that over half (53%) of respondents agreed that generally parents respect a teacher's authority to discipline pupils, and a further four per cent strongly agreed with this statement. Around a quarter (22%) disagreed with this statement and four per cent strongly disagreed with it. A further 16 per cent neither agreed nor disagreed.

Table 14 To what extent, if at all, do you agree that generally parents respect a teacher's authority to discipline pupils?

	All	Primary	Secondary
Strongly agree	4%	4%	5%
Agree	53%	53%	53%
Neither agree nor disagree	16%	16%	16%
Disagree	22%	23%	21%
Strongly disagree	4%	4%	5%
Don't know	<1%	1%	<1%
Local base (N)	1697	862	837

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

There were no notable differences in responses by phase, but some by seniority. In particular, a slightly higher proportion of senior leaders (65%) either agreed or strongly agreed that parents generally respect teacher's authority to discipline pupils, compared to classroom teachers (55%).

Looking at the data broken down by age, perceptions tended to be more positive about parents' respect for a teacher's authority to discipline pupils among those aged 50 or over (see Table 23). For example, 62 per cent of this age group either agreed or strongly agreed that parents generally respect this authority; compared to 55 per cent of those aged 40 to 49 years; 58 per cent of those aged 30 to 39 years; and, 47 per cent of those aged 25 to 29 years.

In terms of length of service comparisons (see Table 31), there were no notable differences between groups of teachers who had served at least one year: 57 per cent agreed or strongly agreed that generally parents respect a teacher's authority to discipline pupils.

Causes of poor behaviour

Respondents were asked to identify what they saw as the main two factors causing poor behaviour in schools (discounting special educational needs and disability). Respondents were presented with a list of possible factors and asked to select two. They also had the option to select '*other*' and specify another factor not included in the original list. The results are presented in Table 15 below.

Table 15 Research has shown that special educational needs and disability are factors in some pupils' challenging behaviour. Discounting these medical factors, what do you see as the main two factors causing poor behaviour in schools?

	All	Primary	Secondary
Lack of parental support/poor parenting skills	72%	81%	61%
Parental lack of respect for teachers and authority	22%	25%	18%
Pupils and families with low aspirations	16%	13%	20%
Negative cultural and media influences on children	14%	14%	15%
Socio-economic factors	10%	11%	10%
Pupils do not come ready to learn each morning	10%	7%	12%
Lack of support from senior managers in schools	9%	5%	13%
Failure to intervene early if there is an issue regarding pupil behaviour	9%	8%	10%
Restrictive or inappropriate curriculum	8%	7%	9%
Class sizes are too large	8%	6%	9%
Pupils do not come ready to learn at age 5	5%	8%	1%
Teachers have insufficient powers to manage pupil behaviour	5%	4%	5%
Lack of enforcement of the school rules by teachers	5%	2%	8%
Teachers' inadequate skills/training in behaviour management	4%	4%	5%
Other	4%	4%	4%
Don't know	<1%	1%	<1%
Local base (N)	1695	861	837

*Respondents were able to select more than one response so percentages may sum to more than 100
 Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
 Source: NFER Omnibus Survey May 2013.*

The most commonly selected factors seen as causing poor behaviour in schools related to parental influences or the home environment. By far the most commonly selected factor was 'lack of parental support or poor parenting skills'. Almost three-quarters (72%) of respondents saw this as one of the main factors causing poor behaviour in schools.

'Parental lack of respect for teachers and authority' was the second most frequently selected factor, selected by 22 per cent of all teachers.

There were both differences and similarities in teachers' responses by phase. *'Lack of parental support/poor parenting skills'* was the most common response from both primary and secondary teachers (81% and 61% of whom selected it, respectively), although there was a twenty percentage point variation by phase. However, while *'parental lack of respect for teachers and authority'* was the second most frequently selected factor among primary respondents (selected by 25%), it ranked third for secondary respondents (18%). For secondary teachers, *'pupils and families with low aspirations'* (selected by 20%) was the second most common response, proportionally.

When examining the responses by seniority, the two most frequently selected factors were *'lack of parental support or poor parenting skills'* and *'parental lack of respect for teachers and authority'* for both senior leaders and classroom teachers. *'Lack of support from senior managers in schools'* was seen as more of a problem amongst classroom teachers than amongst senior leaders (11% and one per cent respectively). Similarly, *'class sizes are too large'* was selected more frequently by classroom teachers than by senior leaders (ten per cent and two per cent respectively).

When exploring the data by age group and length of service, there was largely consensus (see Tables 24 and 32). Among every age and length of service group the most frequently selected factor seen to cause poor behaviour was *'lack of parental support/poor parenting skills'*.

Support to manage pupil behaviour

The final section of the survey investigated behaviour policies, management support for pupil discipline and talking about behaviour management difficulties.

Firstly, respondents were asked whether their school has a clear and comprehensive behaviour policy. The results are presented in Table 16 below.

Overall, the vast majority of teachers reported that their school does have a clear and comprehensive behaviour policy in place (93%). This was the case for a slightly higher proportion of primary than secondary teachers (96% and 91% respectively).

Table 16 Does your school have a clear and comprehensive behaviour policy?

	All	Primary	Secondary
Yes	93%	96%	91%
No	6%	3%	8%
Don't know	1%	1%	1%
Local base (N)	1699	863	840

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Looking at differences in seniority levels, proportionately more senior leaders reported that their school had a clear and comprehensive behaviour policy in place than did classroom teachers (98% and 92% respectively did so).

Teachers were then asked whether their school publicises its policy on pupil behaviour to the whole school community (i.e. to staff, pupils and parents). Again, as seen in Table 17, the large majority of teachers said 'Yes' (85%). Ten per cent of teachers said that their school did not publicise its policy to the whole school community.

Table 17 Does your school publicise its policy on pupil behaviour to the whole school community (i.e. to staff, pupils and parents)?

	All	Primary	Secondary
Yes	85%	88%	83%
No	10%	7%	12%
Don't know	5%	5%	6%
Local base (N)	1699	863	840

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Looking at differences between school phases, a slightly higher proportion of primary teachers reported that their school publicises its policy on pupil behaviour compared with their secondary counterparts (88% of primary teachers and 83% of secondary school teachers reported this).

In terms of seniority, a greater proportion of senior leaders reported that their school publicises its behaviour policy than did classroom teachers; nearly all senior leaders responded positively to this question (95%), compared to 83 per cent of classroom teachers.

Respondents were then asked to indicate whether or not their school enforces its policy on pupil behaviour. Table 18 presents their responses. Overall, nearly all respondents (96%) said that their school enforces its policy on pupil behaviour either always or sometimes (57% said this always happens, and 39% said it sometimes happens). Only three per cent of teachers said that their school does not enforce its policy on pupil behaviour.

Table 18 Does your school enforce its policy on pupil behaviour?

	All	Primary	Secondary
Yes always	57%	69%	45%
Yes sometimes	39%	29%	50%
No	3%	2%	4%
Don't know	1%	1%	<1%
Local base (N)	1699	863	840

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Primary school teachers were proportionally considerably more likely than secondary school teachers to say that their school always enforces its policy on pupil behaviour: 69 per cent of primary teachers said this always happens in their school, compared to 45 per cent of secondary teachers. In addition, a much greater proportion of senior leaders (84%) reported that their school always enforces its policy on pupil behaviour compared to classroom teachers (51%).

The next question asked respondents if they were confident that senior staff would support them when disciplining a pupil. Table 19 shows that 84 per cent responded positively; 57 per cent said that they 'always' felt confident that senior staff would support them when disciplining a pupil, and 27 per cent said they 'sometimes' felt confident in this.

Table 19 Are you confident that senior staff will support you when you discipline a pupil?

	All	Primary	Secondary
Yes always	57%	70%	44%
Yes sometimes	27%	21%	34%
No	15%	9%	22%
Don't know	1%	1%	1%
Local base (N)	1698	862	840

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Levels of confidence in receiving support from senior staff when disciplining a pupil were proportionately higher amongst primary school respondents than secondary school respondents. Overall, 91 per cent of primary teachers felt in some way confident in receiving this support, compared to 78 per cent of secondary teachers. However, looking at the figures for those who 'always' felt confident reveals a larger variation by phase: 70 per cent of primary respondents gave this response, compared to 44 per cent of secondary respondents.

Further marked differences were seen in responses between different seniority levels of teachers. Very few senior leaders said that they did not feel confident in receiving support from senior colleagues when disciplining a pupil (just one per cent), compared to 18 per cent of classroom teachers. Perhaps not surprisingly, a large proportion of senior leaders said that they 'always' felt confident in receiving senior staff support when disciplining a pupil (89%), compared with just under half of classroom teachers (49%).

The final question in this section investigated reluctance to discuss behaviour management difficulties. The results are presented in Table 20.

Reassuringly, 70 per cent of teachers said that they would not be reluctant to talk about behaviour management problems because they would worry that other staff would think that their teaching ability is poor. Just five per cent said that such concerns would 'always' create a reluctance to discuss such issues; while just under a quarter (24%) said this would 'sometimes' be the case.

Table 20 Would you be reluctant to talk about behaviour management difficulties because you would worry other staff will think your teaching ability is poor?

	All	Primary	Secondary
Yes always	5%	4%	7%
Yes sometimes	24%	18%	31%
No	70%	77%	62%
Don't know	1%	1%	1%
Local base (N)	1699	863	840

Due to rounding, percentages may not sum to 100

Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total

Source: NFER Omnibus Survey May 2013.

Concerns about what other staff would think appeared to be more of an issue for secondary school teachers than primary school teachers. Overall, 38 per cent of secondary respondents said such worries would sometimes cause reluctance in discussing behaviour management difficulties, compared to 22 per cent of primary respondents. However, across both primary and secondary education phases, the majority of respondents still reported that this reluctance would not be an issue for them (77% of primary teachers and 62% of secondary teachers said this).

Additionally, a higher proportion of classroom teachers (33%) said that they would either 'sometimes' or 'always' be reluctant to discuss behaviour management difficulties because of worries about what other staff would think, compared to senior leaders (16%). Overall, 83 per cent of senior leaders said that they would not feel reluctant, compared to 66 per cent of classroom teachers.

Conclusions and implications for the client

The findings from this series of questions on teachers' views around pupil behaviour indicate that the majority of all teachers were **positive about the standard of pupil behaviour** in their school. Comparing the 2013 findings to the 2008 and 2012 surveys, there is a trend of steadily improving perceptions of behaviour. Very small proportions of teachers rated pupil behaviour as '*poor*' or '*very poor*' in their schools, a finding which remains steady when compared to 2008 and 2012 *Teacher Voice* results.

Some groups were proportionally more likely to have less positive perceptions of pupil behaviour, however. These included secondary school teachers, classroom teachers and younger or less experienced teachers.

Encouragingly, the majority of teachers felt well equipped to **manage pupil behaviour**. This is true of both primary and secondary teachers. In line with previous survey findings, proportionally more of the older and more experienced teachers felt well equipped to manage pupil behaviour than their younger or less experienced colleagues. While this research did not explore the reasons for these differences, it may be the case that more opportunities to engage in professional development and/or more experience contribute to the increased confidence of these groups.

Respondents were divided in their views about whether **appropriate training** is available in their school for managing pupil behaviour and whether senior leaders have more opportunities than classroom teachers to access such training. Primary school teachers were proportionally more likely to report that appropriate training is available, compared to their secondary counterparts, while senior leaders were also proportionally more likely to report this compared to classroom teachers. This may point to a need to provide more or better behaviour management training.

The findings relating to **awareness of the updated advice** on teacher powers to discipline pupils were mixed; around half of respondents were unaware of the updated advice. Secondary school teachers appeared to be proportionally more aware of the updated advice than primary school teachers. Also, senior leaders were proportionally more likely to be aware of the updated advice than classroom teachers. This suggests a need for increased awareness raising strategies amongst schools about the guidance available on managing pupil behaviour which is filtered down to all teachers within a school. Despite awareness of the updated advice not being particularly widespread, 61 per cent of respondents reported that they felt confident in using their powers to discipline pupils.

Most teachers said that their school had some level of ban or limitation on the **use of mobile phones**. Primary school respondents were proportionally more likely to report a total ban on mobile phones in school, compared to secondary school respondents, who

were more likely to report restrictions on the use of mobile phones within the school. Secondary teachers were also proportionally more likely to confiscate mobile phones from pupils than their primary colleagues. These differences may reflect the age group of the pupils in each school phase, and the prevalence of mobile phone usage amongst different aged pupils.

Teachers more frequently reported that they would use **physical intervention** to break up a fight rather than to remove a disruptive pupil from the classroom. Primary school teachers were proportionally more likely to report that they would use physical means to remove a disruptive pupil from the classroom compared to their secondary counterparts. Similarly, male teachers were proportionally more likely to report that they would use physical intervention to break up a fight than female teachers.

Lack of parental support/poor parenting skills was the most frequently reported factor causing poor pupil behaviour in schools. Also, a notable minority of teachers reported a perception that **parents do not generally respect their authority to discipline pupils**. This raises an important message that the majority of teachers view pupil behaviour problems as primarily stemming from the home environment and parental influences and also may identify an important issue relating to lack of support from parents in dealing with poor behaviour.

The majority of teachers reported that their schools have clear and comprehensive **behaviour policies** in place, and these are often publicised and enforced by the schools.

The findings relating to **confidence in support from senior staff** when disciplining a pupil were mixed. Overall, the majority of respondents had some level of confidence in this type of support. However, levels of confidence were proportionally higher amongst primary school respondents than secondary school respondents.

Reassuringly, a reluctance to **discuss behaviour management difficulties** because teachers would worry that other staff would think their teaching ability was poor, did not seem to be an issue for the majority of teachers. Secondary and classroom teachers were most likely to report such concerns.

Overall, these findings present a fairly positive picture of teachers' perceptions of behaviour and behaviour management practices in England's schools.

Supporting information

How was the survey conducted?

This report is based on data from the May 2013 survey. A panel of 1703 practicing teachers from 1331 schools in the maintained sector in England completed the survey. Teachers completed the survey online between the 10th and 15th May 2013. During the survey period, a team of experienced coders within the Foundation coded all 'open' questions (those without a pre-identified set of responses).

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Fifty one per cent (863) of the respondents were teaching in primary schools and 49 per cent (840) were teaching in secondary schools.

How representative of schools nationally were the schools corresponding to the teachers panel?

There was an under-representation of schools in the highest quintile, and an over-representation in the second highest quintile, in terms of eligibility for free school meals in the sample of primary schools. In the sample of secondary schools there was under-representation in the highest quintile and over-representation in the lowest quintile in terms of eligibility for free school meals. In the overall sample (primary and secondary schools) there was under-representation in the highest quintile in terms of eligibility for free school meals. To address this, weights were calculated using free school meals factors to create a more balanced sample. Due to the differences between the populations of primary schools and secondary schools, different weights were created for primary schools, secondary schools and then for the whole sample overall. The weightings have been applied to all of the analyses referred to in this commentary and contained within the tables supplied in electronic format².

Tables S.1, S.2 and S.3 show the representation of the weighted achieved sample against the population. Tables S.4 and S.5 show the representation of the weighted teacher sample by role in non-academies and academies respectively.

²We did not apply a weighting to schools for which free school meals data was unavailable in the Register of Schools.

Table S.1 Representation of (weighted) primary schools compared to primary schools nationally

		National Population	NFER Sample
		%	%
(Overall performance by KS2 2011 data)	Lowest band	18	14
	2nd lowest band	18	17
	Middle band	17	19
	2nd highest band	21	24
	Highest band	25	25
	Missing	1	0
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	20	20
	2nd lowest 20%	20	20
	Middle 20%	20	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	1	0
Primary school type	Infants	8	9
	First School	5	4
	Infant & Junior (Primary)	74	72
	First & Middle	0	0
	Junior	7	11
	Middle deemed Primary	0	0
	Academy	5	4
Region	North	31	22
	Midlands	32	31
	South	37	47
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	20
	English Unitary Authorities	18	19
	Counties	51	47
Number of schools		16753	776

Due to rounding, percentages may not sum to 100

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey May 2013.

Table S.2 Representation of (weighted) secondary schools compared to secondary schools nationally

		National Population %	NFER Sample %
Achievement Band (Overall performance by GCSE 2010 data)	Lowest band	17	17
	2nd lowest band	19	17
	Middle band	19	21
	2nd highest band	19	21
	Highest band	20	19
	Missing	6	3
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	19	19
	2nd lowest 20%	20	20
	Middle 20%	19	19
	2nd highest 20%	19	19
	Highest 20%	19	20
	Missing	4	2
Secondary school type	Middle	6	3
	Secondary Modern	2	1
	Comprehensive to 16	21	22
	Comprehensive to 18	24	30
	Grammar	5	6
	Academies	42	39
Region	North	29	23
	Midlands	33	34
	South	38	43
Local Authority type	London Borough	13	14
	Metropolitan Authorities	21	21
	English Unitary Authorities	19	20
	Counties	47	46
Number of schools		3228	555

Due to rounding, percentages may not sum to 100

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey May 2013.

Table S.3 Representation of all schools (weighted) compared to all schools nationally

		National Population %	NFER Sample %
Achievement Band (By KS2 2011 and GCSE 2010 data)	Lowest band	18	16
	2nd lowest band	18	18
	Middle band	18	20
	2nd highest band	21	23
	Highest band	25	22
	Missing	1	1
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	20	20
	2nd lowest 20%	20	20
	Middle 20%	20	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	1	1
Region	North	30	22
	Midlands	32	32
	South	37	45
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	20
	English Unitary Authorities	18	19
	Counties	51	46
Number of schools		19,796	1,331

Due to rounding, percentages may not sum to 100

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey May 2013.

Table S.4 Comparison of the achieved (weighted) sample with the national population by grade of teacher (not including academies)

Role	Primary schools				Secondary schools			
	National Population ¹		NFER Sample		National Population ¹		NFER Sample	
	N*	%	N	%	N*	%	N	%
Headteachers	14.8	8	75	9	1.7	2	4	1
Deputy teachers	10.4	6	85	10	2.5	2	24	5
Assistant Headteachers	6.6	4	54	7	6.1	6	48	9
Class teachers and others	153.8	83	611	74	91.4	90	441	85

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff

2. The NFER sample for classroom teachers and others is based on headcount whereas the national population data is based on FTE teachers

3. Due to rounding, percentages may not sum to 100

4. Sources: NFER Omnibus Survey May 2013, DfE: School Workforce in England, November 2012, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193090/SFR_15_2013.pdf [3 June 2013].

Table S.5 Comparison of the achieved (weighted) academies sample with the national population by grade of teacher

Role	All Academies (primary and secondary)			
	National Population ¹		NFER Sample	
	N ¹	%	N	%
Headteachers	2.4	2	7	2
Deputy Headteachers	3.4	3	17	5
Assistant Headteachers	6.3	5	29	8
Class teachers and others	103.2	90	304	85

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff

2. Due to rounding, percentages may not sum to 100

3. Sources: NFER Omnibus Survey May 2013, DfE: School Workforce in England, November 2012, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193090/SFR_15_2013.pdf [3 June 2013].

How accurately do the results represent the national position?

Assuming that our data is representative of the population we can calculate the precision of results from each of our samples based on the number of respondents. We are 95 per cent certain that any percentage we quote is within 3.4 percentage points of the population value.

Certain questions within the survey were filtered and in these cases the number of respondents to questions may be much smaller. In these cases we may need to be more cautious about the precision of the percentages presented within the report. The table below gives a rough guide to the level of precision that can be attributed to each table based upon the total number of respondents. For example, if a table is based upon just 40 respondents we can only be sure that the percentages within that table are correct to within plus or minus 16 percentage points.

Table S.6 Precision of estimates in percentage point terms

Number of respondents	Precision of estimates in percentage point terms
30	18
40	16
50	14
75	12
100	10
150	9
200	7
300	6
400	5
600	4
700	4

Annex 1: Cross-tabulations of questions by age

Table 21 How would you rate the pupil behaviour in your school?

	Less than 25	25-29	30-39	40-49	50 or over
Very good	20%	30%	29%	36%	40%
Good	44%	38%	44%	43%	43%
Acceptable	25%	18%	19%	15%	14%
Poor	11%	10%	7%	5%	3%
Very poor	0%	4%	1%	1%	1%
Don't know	0%	0%	0%	0%	<1%
Local base (N)	23	124	551	485	506

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some age categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 22 I feel well equipped to manage pupil behaviour

	Less than 25	25-29	30-39	40-49	50 or over
Agree	73%	81%	88%	87%	88%
Neither agree nor disagree	21%	16%	7%	10%	9%
Disagree	6%	4%	4%	3%	4%
Don't know	0%	0%	<1%	0%	0%
Local base (N)	23	124	552	483	505

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some age categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 23 To what extent, if at all, do you agree that generally parents respect a teacher's authority to discipline pupils?

	Less than 25	25-29	30-39	40-49	50 or over
Strongly agree	4%	3%	5%	2%	6%
Agree	50%	44%	53%	53%	56%
Neither agree nor disagree	8%	20%	14%	17%	18%
Disagree	33%	28%	24%	24%	16%
Strongly disagree	4%	5%	4%	4%	4%
Don't know	0%	0%	0%	1%	<1%
Local base (N)	23	123	551	484	506

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some age categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 24 Research has shown that special educational needs and disability are factors in some pupils' challenging behaviour. Discounting these medical factors, what do you see as the main two factors causing poor behaviour in schools?

	Less than 25	25-29	30-39	40-49	50 or over
Lack of parental support/poor parenting skills	72%	71%	75%	71%	69%
Negative cultural and media influences on children	17%	14%	10%	15%	19%
Socio-economic factors	4%	3%	13%	9%	10%
Pupils do not come ready to learn at age 5	0%	3%	4%	5%	6%
Parental lack of respect for teachers and authority	25%	26%	18%	27%	19%
Restrictive or inappropriate curriculum	6%	2%	6%	8%	11%
Teachers' inadequate skills/training in behaviour management	9%	7%	5%	4%	3%
Lack of support from senior managers in schools	11%	13%	11%	8%	7%
Pupils do not come ready to learn each morning	19%	4%	10%	10%	10%
Class sizes are too large	4%	14%	8%	7%	7%
Teachers have insufficient powers to manage pupil behaviour	0%	5%	6%	4%	4%
Lack of enforcement of the school rules by teachers	0%	9%	5%	6%	4%
Pupils and families with low aspirations	11%	16%	17%	14%	17%
Failure to intervene early if there is an issue regarding pupil behaviour	11%	13%	8%	9%	11%
Don't know	4%	0%	<1%	<1%	0%
Other	4%	4%	4%	5%	4%
Local base (N)	23	124	551	483	506

Respondents were able to select more than one response so percentages may sum to more than 100.

The numbers of respondents in some age categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Annex 2: Cross-tabulations of questions by length of service

Table 25 How would you rate the pupil behaviour in your school?

	I am a NQT (newly qualified teacher)	Between one and five years	More than five years
Very good	21%	25%	35%
Good	44%	39%	43%
Acceptable	27%	20%	16%
Poor	7%	14%	5%
Very poor	0%	3%	1%
Don't know	0%	0%	<1%
Local base (N)	26	112	1545

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some length of service categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 26 I feel well equipped to manage pupil behaviour

	I am a NQT (newly qualified teacher)	Between one and five years	More than five years
Agree	63%	83%	88%
Neither agree nor disagree	38%	15%	8%
Disagree	0%	3%	4%
Don't know	0%	0%	<1%
Local base (N)	26	112	1544

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some length of service categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 27 Appropriate training to manage pupil behaviour is available in my school for all classroom teachers

	I am a NQT (newly qualified teacher)	Between one and five years	More than five years
Agree	54%	49%	51%
Neither agree nor disagree	36%	23%	26%
Disagree	11%	27%	21%
Don't know	0%	1%	2%
Local base (N)	26	112	1542

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some length of service categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 28 In my view, senior leaders in my school have more opportunities than classroom teachers to access training to manage pupil behaviour

	I am a NQT (newly qualified teacher)	Between one and five years	More than five years
Agree	22%	23%	25%
Neither agree nor disagree	45%	38%	29%
Disagree	20%	26%	37%
Don't know	14%	13%	9%
Local base (N)	26	112	1539

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some length of service categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 29 Would you use physical means to remove a disruptive pupil from the classroom?

	I am a NQT (newly qualified teacher)	Between one and five years	More than five years
Yes	16%	22%	31%
No, although my school allows this	7%	16%	20%
No, my school does not allow this	52%	39%	33%
Don't know	25%	24%	17%
Local base (N)	26	112	1544

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some length of service categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 30 Would you use physical means to break up a fight between pupils if you judged it necessary to do so?

	I am a NQT (newly qualified teacher)	Between one and five years	More than five years
Yes	59%	73%	72%
No, although my school allows this	11%	8%	10%
No, my school does not allow this	7%	7%	5%
Don't know	24%	13%	12%
Local base (N)	26	112	1545

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some length of service categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 31 To what extent, if at all, do you agree that generally parents respect a teacher's authority to discipline pupils?

	I am a NQT (newly qualified teacher)	Between one and five years	More than five years
Strongly agree	0%	5%	4%
Agree	66%	52%	53%
Neither agree nor disagree	20%	15%	16%
Disagree	14%	24%	22%
Strongly disagree	0%	5%	4%
Don't know	0%	1%	<1%
Local base (N)	26	112	1545

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some length of service categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Table 32 Research has shown that special educational needs and disability are factors in some pupils' challenging behaviour. Discounting these medical factors, what do you see as the main two factors causing poor behaviour in schools?

	I am a NQT (newly qualified teacher)	Between one and five years	More than five years
Lack of parental support/poor parenting skills	48%	79%	71%
Negative cultural and media influences on children	7%	10%	15%
Socio-economic factors	9%	8%	10%
Pupils do not come ready to learn at age 5	0%	0%	5%
Parental lack of respect for teachers and authority	21%	20%	22%
Restrictive or inappropriate curriculum	0%	3%	8%
Teachers' inadequate skills/training in behaviour management	7%	3%	5%
Lack of support from senior managers in schools	14%	18%	8%
Pupils do not come ready to learn each morning	15%	9%	10%
Class sizes are too large	20%	12%	7%
Teachers have insufficient powers to manage pupil behaviour	0%	3%	5%
Lack of enforcement of the school rules by teachers	7%	7%	5%
Pupils and families with low aspirations	14%	19%	16%
Failure to intervene early if there is an issue regarding pupil behaviour	23%	9%	9%
Don't know	4%	0%	<1%
Other	11%	3%	4%
Local base (N)	26	112	1544

Respondents were able to select more than one response so percentages may sum to more than 100.

The numbers of respondents in some length of service categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.

Annex 3: Cross-tabulations of questions by gender

Table 33 Would you use physical means to remove a disruptive pupil from the classroom?

	Male	Female
Yes	27%	31%
No, although my school allows this	20%	19%
No, my school does not allow this	37%	32%
Don't know	16%	18%
Local base (N)	470	1226

*Due to rounding, percentages may not sum to 100.
Source: NFER Omnibus Survey May 2013.*

Table 34 Would you use physical means to break up a fight between pupils if you judged it necessary to do so?

	Male	Female
Yes	82%	69%
No, although my school allows this	8%	11%
No, my school does not allow this	4%	6%
Don't know	7%	15%
Local base (N)	470	1228

*Due to rounding, percentages may not sum to 100.
Source: NFER Omnibus Survey May 2013.*

Annex 4: Cross-tabulation by awareness of the Department's updated advice

Table 35 Do you feel confident using the powers you have to discipline pupils?

	Yes -aware of updated advice	No – not aware of updated advice	Don't know if aware of updated advice
Yes	69%	55%	65%
No	24%	23%	8%
Don't know	7%	22%	28%
Local base (N)	717	895	85

Due to rounding, percentages may not sum to 100.

The numbers of respondents in some categories were small, so the findings should be treated with caution.

Source: NFER Omnibus Survey May 2013.



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