Inspiring leaders to
improve children's lives

National College
for School Leadership

Schools and academies

Promoting the conditions for positive behaviour, to help every child succeed

Review of the landscape: Professor Philip Garner

Resource

Contents

Summary

This study provides a series of commentaries on existing research literature, guidance documents and practitioner-based knowledge regarding pupil behaviour, with a particular emphasis on the role of leaders in the promotion of positive behaviour in schools and similar settings. Four leadership-related issues are explored:

1. school cultures, relationships and behaviour

2. partnerships and communities

3. professional characteristics and behaviour

4. promoting inclusion and limiting exclusion

The material surveyed confirms much of what existing resources signal as important regarding effective leadership practice in promoting positive behaviour. The following dimensions are evident:

Four individual professional characteristics appear to be significantly present:

— Motivation: these leaders encourage, trust and value colleagues to do well.

— Use of positive affirmations: these leaders are overt and directed in their use of praise and encouragement.

— Modelling positive behaviour: these leaders lead by example, especially in teaching and learning.

— Recognition of personal strengths and capabilities: these leaders are secure in self-knowledge (including recognising areas for development).

Four institutional leadership characteristics appear to be significantly present:

— Distribution of leadership: the leaders offer regular opportunities for all colleagues to undertake greater responsibility and to help build leadership teams.

— Promotion of professional learning: the leaders encourage all colleagues to engage in professionally focused learning, from the point at which they join the school.

— Encouraging calculated risk-taking: these leaders allow members of the school community at large to use their initiative in the context of institutional support.

— Redefining pupil behaviour: these leaders encourage approaches that connect behaviour and learning.

Each of these characteristics is relevant to leaders across Key Stage 1 (KS) to KS4 settings, and contribute to the task of enabling schools and other settings to meet the needs of diverse populations of learners, including pupils who present considerable behavioural challenges. Moreover, these leadership characteristics can be associated with all members of the school community irrespective of their level of institutional responsibility for pupil behaviour.

Context, overview and introduction

Over the last 20 years or more, concern over levels of challenging behaviour (either real or perceived) in English schools has been a constant theme in discussion among those involved directly in education as well as the general public. This is frequently reflected in the high level of media focus and it is a topic of a substantial amount of academic research and government guidance. The post-war period in education has seen a remarkable growth in literature (research, accounts of practice and guidance) regarding pupil behaviour, much of which can be accessed through organisations such as the Social, Emotional and Behavioural Difficulties Association (www.sebda.org/resources.asp). Cole (2005) provides a succinct overview of the historical development of provision in schools for pupils who present behaviour challenges. During this time it has also been a focus for policy and guidance initiatives at a range of levels (see, for example, Department for Education and Skills (DfES), 2001; Qualifications and Curriculum Authority (QCA), 2001; Ofsted, 2006; Department for Children Schools and Families (DCSF) 2009 a, b, c). This parallels concerns expressed internationally regarding this section of schooling (Furlong, Morrison & Fisher, 2005; Lewis & Newcomer, 2005; Estyn, 2006).

Whilst there have been many dissenting voices regarding the extent and nature of problem behaviour in schools, a consistent perception remains that pupil behaviour constitutes a significant and ongoing issue for teachers. Ofsted (2009) also noted that schools are finding it difficult to get proper support for dealing with increasing levels of violence and sexualised behaviour of pupils. All of these issues have been the focus of attention in the 2010 white paper *The Importance of Teaching*, further signalling their central importance in the process of enhancing the role schools and other settings play in enabling all pupils to be successful learners.

This report to the National College for School Leadership (hereafter National College) summarises the literature scoping completed in January 2011 in relation to those behaviour for learning issues of direct relevance to school leaders.

It does not address either the generic aspects of behaviour itself, nor those of educational leadership, but seeks to respond to the intimation that there has been relatively little scrutiny of the leadership-pupil behaviour linkage (School Leadership Review Group, 2003).

The purpose of this literature overview is to offer to those in leadership positions in schools:

— an accessible summary of recent literature (1990-2010) relating to pupil behaviour (each of these resources is highlighted in blue in the review text)

— an overview of the degree to which recent policy initiatives and research have sought to emphasise the link between behaviour and learning

— a set of appendices, providing (a) a list of references used in the study, (b) other behaviour-related references and (c) synopses of recent documents, identified by a project reference group, which provide school leaders with essential guidance and advice on promoting positive discipline

The objective has been specifically to consider leadership-related issues across four pre-determined themes, identified by the National College:

1. school cultures, relationships and behaviour

2. partnerships and communities

3. professional characteristics and behaviour

4. promoting inclusion and limiting exclusion

Organisation

Literature relating to each of the four nominated themes has been considered and reported in the following format:

1. Literature synthesis (1990-2010)

This comprises a brief and easily digestible overview of research and recent guidance for school leaders, restricting its focus to some indicative examples from the period 1990-2010. These are used to highlight each of the four themes:

1. school cultures, relationships and behaviour

2. partnerships and communities

3. professional characteristics and behaviour

4. promoting inclusion and limiting exclusion

The literature synthesis is intended to be illustrative (of major themes and orientations) rather than comprehensive.

The synthesis draws upon a representative matrix of mainly national, and some international sources, to provide a summary of the features that have contributed to defining leadership activity in relation to behaviour. Each theme is also apparent at various points in the sample of policy and guidance documents presented as Appendix 3 to this scoping.

Five sources of literature have been interrogated:

1. government publications (England)

2. reports from professional associations and teacher unions (Secondary Heads Association (SHA) for instance)

3. other UK government publications (Welsh Assembly, Scotland)

4. specific papers in journals (England, UK)

5. samples of international research

2. Commentary

A concluding commentary is provided, which offers a narrative on the literature surveyed, in order to construct a summary of current thinking in respect of leadership roles in helping to promote the conditions for positive behaviour in schools and related settings.

Methodology

Large-scale literature reviews have been popular in education for a number of years. Various methodologies have been adopted (Girden, 1996). More recently there has been a move towards utilising so-called systematic reviews, which offer a fixed and pre-determined template via which research literature in a given field is evaluated. The approach has its critics (see, for example, Torrance, 2004); one criticism has been that such an approach to scoping literature appeared to be aimed at other researchers and not at practitioners. This has been a major consideration in compiling this scoping study.

The literature scoping has excluded substantive reference to the significant body of generic leadership resources (research, guidance and professional development materials), including those produced by the National College. In the case of the latter, some illustrative examples have been utilised, notably in the second part of the review. This action has been taken because such materials are extensive and readily accessible in a range of formats at www.nationalcollege.org.uk. It should, nevertheless, be noted that as behaviour and learning are firmly linked (Ellis & Tod, 2009), these materials are of the utmost importance as commentaries concerning those leadership skills which enable all learners to thrive.

The scoping exercise has involved the selection of a set of literature resources which are easily accessible to leaders in schools and settings in terms of their contextual relevance (schools and settings in England) and practical application. It comprised two parts, each with an explicit resource-selection process.

The scoping exercise considered materials identified by the following criteria:

— date: between 1990 and 2010

— focus: learning and behaviour and National College themes

— context: schools and educational settings

— evidence-base: transparent and data-informed

— accessibility: connected directly to the work of school leaders

These materials were then reviewed by the project team, and the key features that connected to leadership themes were summarised. In some instances materials were drawn from the period prior to 1990 in order to illustrate certain policy or continuities in the literature: these have, however, been kept to a minimum.

During this scoping exercise, a project reference group, comprising two senior leaders from schools or related settings, a behaviour consultant, a senior educational psychologist based in a local authority and a researcher involved directly in researching pupil behaviour, was first given a summary of literature sources used in this exercise (see Appendix 1). They were invited to rate each resource using the identified criteria and on their intuitive response to the likely relevance and meaning of the title. Following this exercise, a smaller set of resources from the list was the subject of scrutiny at a focus-group meeting of the project reference group, during which the relevance of these resources to the four National College themes of the study was discussed.

This process was strategic. Extensive literature reviews exist of both leadership and pupil behaviour, and these can be sourced easily by school leaders, and were viewed not to be part of this scoping exercise. The intention of the present literature scoping was to identify particular leadership dimensions which linked to behaviour, and to connect these to the four leadership-related issues.

A set of additional references, which did not meet the broad inclusion criteria stated above, is included in Appendix 2.

Methodology references

Ellis, S & Tod, J, 2009, Behaviour for Learning, proactive approaches to behaviour management, London, Routledge

Girden, E, 1996, Evaluating research articles from start to finish, Thousand Oaks, CA, Sage

Torrance, H, 2004, Systematic reviewing – the 'call centre' version of research synthesis. Time for a more flexible approach. Paper presented to the ESRC/RCBN seminar on systematic reviewing, 24 June, University of Sheffield

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Literature synthesis (1990-2010)

This literature review examines four pre-determined themes, all of which relate to leadership and the promotion of positive behaviour in schools and related settings. Literature relating to each theme has been examined and some of its key features are reported in this section in the context of its reference to the role of leadership in schools and related settings. It is, however, important to recognise that these themes are closely interconnected, and often overlap. Moreover, the concept of 'behaviour for learning', an explicit feature of recent policy orientation, emphasises the substantive link between a pupil's experiences of the formal, taught curriculum and his or her social engagement with school in the widest sense. The scoping of literature, whilst focusing on the period 1990-2010, does nevertheless make some brief reference where appropriate to material pre-dating that period.

School culture and ethos

The concept of school culture and ethos has always been a problematic one in education, principally because it has remained a difficult one to define. Waller (1932) characterised it as a series of complex rituals of personal relationships, a set of folkways, mores, and irrational sanctions, and a moral code based upon them (Waller, 1932:103). Interest in examining the nature of school culture showed a significant increase from the 1980s onwards. This growth in attention is linked in part to a preoccupation with 'school improvement' (Gray, Jesson, Goldstein, Hedger & Rasbash, 1995) and its identification of behaviour and learning as indicators of school success. It emphasises the leadership role in enhancing 'the social processes which develop, maintain and transform the culture', and specify an emphasis on developing 'values, norms and behaviour' as part of this (Gray, et.al, ibid: 99).

School effectiveness and improvement

The school effectiveness movement, during the 1990s, increasingly emphasised aspects of school functioning which related to behaviour in order to measure the performance of schools (Cavanagh & Dellar, 2001). The continued emergence of evaluatory checklists of school culture regarded pupil behaviour as an integral element in gauging the strength (or weakness) of the educational and social success of the school (Staessens, 1991). Furthermore, and in common with much of the literature on school culture published during this period, the integral role of the headteacher has been repeatedly highlighted (see, for example, Simpson, 1990; Bell, Bolam & Cubillo, 2003).

Literature surveys of this period (see, for example Cole, 2005) indicate the importance of the school improvement literature of this period, with its emphasis on the pivotal role of the leader in determining culture and ethos for learning (Ainscow, 1991). Cole cites in particular the work of Charlton & David (1993), who stressed the importance of 'consultative and collaborative leadership, which takes into account pupil and parent opinion' (Charlton & David, 1993:41) as well as a range of school effectiveness factors which determined the capability of schools to respond to the challenges presented by some pupils – among these were supportive relationships, school-wide policies and positive behaviour management. Currently, the link being forged between behaviour and learning is of considerable importance, inasmuch as much existing literature on effectiveness has placed emphasis on attainment within the formal curriculum. Recognition that pupils' social and academic behaviours are most often interdependent appears to be an important means of promoting positive behaviour (School Leadership Review Group, op cit; Olsen & Cooper, 2001).

Examples from recent history

These generic themes (the links between school leadership, behaviour, school effectiveness and school culture) have also been identified within guidance documents published during the period prior to 2000. A range of indicative documents illustrate these connections. HMI (1977) published an account of '*Ten Good Schools*', in which school climate was identified as being promoted by the vision and leadership of the headteacher, and linked explicitly to the social performance of pupils. Some 10 years later HMI confirmed that a core set of school characteristics could be identified to characterise a school climate which presented an insulative climate for learners who presented difficult or challenging behaviour. The role of the school leadership team within this was again emphasised (HMI, 1987).

The Elton Report (on discipline in schools) was a landmark publication relating to pupil behaviour (Department of Education and Science (DES), 1989). It contained a specific set of recommendations regarding the work of headteachers and other school leaders. Indicative of the importance that it placed on school culture and ethos is the fact that, of the 86 (of 138) recommendations in the report which specifically mentioned the headteacher's role, a significant number inferred that the broader context of schools needed to be taken into account. Thus, for example, section R17 covered aspects of school standards and their application, referring to the leadership role in communicating and exemplifying these across the whole school community. The report in its entirety represents a corpus of information which retains a currency for practitioners into the contemporary period (Behaviour4Learning, 2010) as exemplified by Riehl, 2000 and Mowat, 2009.

The role of school leaders, whilst not explicitly stated, is nevertheless implied in Circular 9/94 The Education of Children with Emotional and Behavioural Difficulties (Department for Education (DfE), 1994). The circular states that the 'organisation and ethos of the school should be such that teachers can discuss with colleagues concerns they might have about particular children and obtain support and guidance where necessary' (DfE, 1994:10). Succeeding reports from HMCI during the period leading up to 2000 draw attention to the success with which 'most headteachers are successful at creating a positive ethos in their schools', linking this with their capacity to 'manage behaviour well' (see, for example, Ofsted, 1997).

Further amplification of the importance of values and their linkage with school ethos and culture is provided by the report to the Department for Education and Employment (DfEE) by Daniels, Visser, Cole & de Reybekill (1999). Effective school leadership is crucial, they maintained, to the creation and maintenance of a positive school environment, where an ethos is communicated which promotes inclusion and where leaders communicate explicitly their values, linked to the ethos of the school. 1999 also witnessed the publication of draft guidance on social inclusion (DfEE, 1999), which outlined a set of conditions through which schools might encourage greater participation by hitherto marginalised pupils.

Significant among its recommendations were that school communities should direct particular attention to providing study support and wider opportunities for curricular engagement. It argued that social exclusion and educational exclusion were interlinked (Olsen & Cooper, 2001; Macrae, Maguire & Milbourne, 2003; St Martin's College/LCC, 2004).

Promoting a positive school climate

The generic literature on the relationship between school leadership, behaviour and the culture and ethos of any educational context, is the subject of much coverage in the substantive and extensive literature regarding pupil behaviour. Thus, Grundy & Blandford (1999), in the context of a pupil referral unit which meets the needs of those pupils excluded from primary or secondary schools, state that the underpinning feature of a positive school atmosphere is 'good leadership'. This is characterised by an ability to communicate a positive vision, which is coherent and consistent and where all staff feel able to contribute to moulding the school's positive ethos. Lucas, writing as a headteacher, suggests that school leaders who adopt a nurturing approach – to staff as well as pupils – is likely to be better positioned to influence the emergence of a positive school ethos (Lucas, 1999).

Throughout the decade from 2000-10 there has been an increased emphasis in the literature on the importance of the need for pupil behaviour to be fostered within a positive school climate or culture. Often this has been in an overall context of promoting educational and social inclusion, and the role of school leaders in doing this, as indicated for example in the Achievement for All pilot (DCSF, 2009b). The review of secondary social and emotional skills (SEBS) pilot work (Smith, O'Donnell, Easton & Rudd, 2007) confirmed a strong linkage between behaviour and school ethos, and in particular highlighted the need for the senior leadership team to demonstrate understanding and knowledge of diverse pupil behaviours. The same report highlighted a need for school leaders to promote buy-in on the part of the whole school community.

Similar themes are also apparent in specialist provision, where a caring ambience and ethos was viewed as significant for pupils who had temporarily been excluded from school (Day, Sammons, Hopkins, Harris, Leithwood, Gu, Penlington, Mehta & Kington, 2007; DCSF, 2009c).

Sammons, Taggart, Siraj-Blatchford, Sylva, Melhuish, Barreau & Manni (2006) found that fewer off-task classroom behaviours (including instances of unacceptable or anti-social behaviours) were noted in schools where leaders demonstrated greater emphasis on learning and teaching. Subsequently Day and colleagues (2007) confirmed a view that school culture and ethos was determined in large part by the 'professional' and 'affective' skills of school leaders. It is worth noting that these researchers have linked the introduction of whole-school behaviour policies to improvements in pupil outcomes. This observation represents a further amplification of the findings of Harden, Thomas, Evans, Scanlon & Sinclair (2003) regarding the importance of consistency in approaches to problem behaviour, delivered by whole-school approaches. Kendall, Lamont, Wilkin & Kinder (2007) also reported that an ethos of inclusion is characterised by leaders whose approach emphasises preventative work and who embed the linkage between learning, behaviour and teaching in their vision, principles further illustrated by Edmunds & Stewart-Brown (2003) and by Heinemann, Dunlap & Kincaid (2005).

The views of pupils (i)

The views of pupils have also been recognised as lending weight to the importance of the culture and ethos of the school (Bhabra, Dinos & Ghate, 2006). For instance, feeling included in the overall culture of a school is regarded by young people who are perceived to be at risk as a factor which helps to insulate them from risk-taking activity (Muijs, Ainscow, Dyson, Raffo, Goldrick, Kerr, Lennie & Miles, 2007). It is worth noting that the emphasis on developing a positive school climate via pupil voice, which has been encouraged by national programmes such as the Social, Emotional and Behavioural Skills initiative, is linked to the need for leaders to have a clear vision of the role of pupil voice in their school (Smith, O'Donnell, Easton & Rudd, 2007).

Relationships

Finally, the literature frequently refers to a positive culture and ethos, in which learning and behaviour are seen to thrive as being linked to the relationships which have been developed both within the school and beyond it (Powell & Tod, 2004). This has been a dominant concept in guidance and policy documents in recent years (see, for example, DCSF, 2007), although as with other aspects of pupil behaviour it is apparent that this issue has been evident in the literature for decades, and is one of several key elements which can assist leaders in promoting conditions which insulate most pupils from inappropriate behaviour. As a result of this recognition, the promotion of positive relationships has been an integral part of education policy in recent years (Hallam, Rogers & Shaw, 2004).

Community and partnerships

It has already been suggested, the role of school leaders in brokering partnerships and in developing their school within the context of its community is closely aligned in the literature to the culture and ethos of the school. It is noticeable that, as policy developments in inclusive schooling quickened in pace during the decade prior to 2000, an increased emphasis was placed on school leaders to adopt a broader view of their role.

Recognising the importance of engagement

An increased emphasis on viewing pupils not only in terms of their time in school was to be expected, given that Circular 9/94 referred to the 'social maladaptation' of some children (DfE, 1994, op.cit.). Indeed, there has been constant reference to social factors (both inside and beyond schools) which inform the ways in which young people behave. In consequence Circular 9/94 and other guidance and discussion documents from that period (see, for example, DfE, 1992) highlighted the need for school leaders to adopt a more expansive approach to addressing challenging behaviour.

There is a longstanding substantial literature on home school links in the area of pupil behaviour, which reveals both the pull factors present in some schools (those characteristics which insulate at-risk pupils from engaging in challenging behaviours) and the push factors, whereby other schools are inclined to prompt the exclusion of those who misbehave. Comprehensive accounts of this can be found in Cooper, Smith & Upton (1994) and McManus (1995), whilst the Elton Report (DES, 1989) presents specific recommendations for headteachers to promote greater engagement between school, home and the wider community.

Much of what is covered in these materials is consistent with subsequent studies on community engagement and more recent initiatives in community cohesion. Indeed, an interest in so-called eco-systemic approaches to understanding and addressing behaviour challenges, as theorised by Bronfenbrenner (1979), resulted in widespread adoption of such approaches by those involved in developing policies for pupils who presented behaviour challenges (Cooper, 1993). These schools were encouraged to collaborate with a range of providers, again pre-empting many policy initiatives in the early part of the 21st century.

Linking in-school and out-of-school behaviour

A further aspect of community engagement was signalled in a reinforced view that school behaviours were linked to anti-social behaviour within communities. Such a connection has long been a feature of macro-level enquiry, as instanced by Half Our Future (1963), a report to government of the Central Advisory Council for Education (England), which argued that " the less his [sic] school, or any school, is an island to itself the better. If it is to serve this generation it needs to be joined to the mainland of life by a causeway well-trodden in both directions" (Central Advisory Council for Education (England), 1963:175).

A number of authoritative studies provide an overview of the research literature which makes substantive the need to view pupil behaviour in school and anti-social behaviour in communities as interdependent.

West & Farrington (1973) and Mitchell & Rosa (1981) have confirmed this link, whilst more recently, Devlin (1995) provided a clear and uncompromising picture of the connection and suggested the need for schools to be more aware of the social contexts within which their pupils, and the institution itself, operated. A full review of aspects of the research on this dimension of school's community engagement is contained in Home Office Research Study 96; this confirms a widely supported view that, in respect of pupils who present challenges both inside and out of school, "Change is largely dependent upon the attitude and willingness of the headteacher" (Graham, 1988:49), whilst mapping some of the desirable features of provision and the challenges they present.

It is also noteworthy that Ofsted, when reporting on the conditions required for effectively meeting the needs of pupils with emotional and behavioural difficulties (EBD), highlighted aspects of community engagement as a feature of successful provision (Ofsted, 1999).

Collaborating with community stakeholders

More recently policy orientations have strongly confirmed the need to forge effective community relationships (Ofsted, 2000; Mujis, Harris, Chapman, Stoll & Russ, 2004; Ofsted, 2010). For example, parental partnership was an issue identified by Harris & Goodall (2007), in their report to the DCSF. This was best optimised, in respect of its impact on pupil behaviour, where positive leadership was in evidence. In a report exploring the relationship between school leadership and pupil outcomes, Day and colleagues (2007) indicated a need for leadership teams to display 'contextual sensitivity', and in particular towards partnerships within communities. The Steer Report, in its various phases (DfES, 2006; DCSF, 2009b) made a series of notable statements concerning the function of positive partnerships as insulating factors on unwanted pupil behaviour, and this was echoed in other official guidance documents from this period (see, for example, Estyn, 2006; National Foundation for Educational Research (NFER), 2008).

The latter explicitly indicates that school leaders should be visible in their support of community projects that address difficult issues, including the inclusion of pupils who challenge (NFER, ibid).

There has been a substantial literature during the last few decades on the importance of wider, community-based partnerships when promoting positive pupil behaviour. Ofsted (2005a) indicates that pupil behaviour is significantly better in those settings where there is a strong sense of community and where there is evidence of a close working relationship with parents. This view is confirmed in the evaluatory work of Hallam, Rhamie & Shaw (2006); in their study headteachers indicate that coaching in behaviour management has improved the confidence of teachers which in turn had a perceived positive impact on home school relations.

Collaboration between professionals

Webb & Vulliamy (2004) suggest that interagency collaboration accrues benefits in improved home school communication and a greater sense of engagement by pupils at risk of exclusion. Ofsted (2005a) noted that school leaders who utilised learning mentors to strategically target pupils who are disaffected were able to comment on a subsequent development of more positive attitudes, better behaviour and academic progress. A similar finding has been identified in an evaluation study of behaviour and education support teams (BESTs); in each of these studies the emphasis is on proactive and planned use of external professionals by school leaders, anticipating problematic behaviours rather than reacting to them (Halsey, Gulliver, Johnson, Martin & Kinder, 2005). Another behaviour-related aspect of collaboration between services in which the role of the school leader is viewed as critical is in the effort directed towards closing the gap in respect of outcomes for vulnerable groups (Kendall, Straw, Jones, Springate & Grayson, 2008). Moreover, professional collaborations within schools themselves are viewed as important determinants of success when promoting positive behaviour (Head, Kane & Cogan, 2003).

iii. Personal and professional characteristics

In contrast to each of the other themes in this scoping exercise, it has been difficult to locate research studies or policy documents which link the personal and professional characteristics of leaders in schools and related settings with pupil behaviour. In most instances the connection is made by proxy, between the overall culture, ethos and organisation of a school as indicated earlier in this survey (see, for example, Visser, 2001). However, as leadership is a distributed feature of many schools, it is feasible to argue that teacher characteristics per se should be an embedded dimension of any scoping of pupil behaviour.

The views of pupils (ii)

The period prior to 2000 saw a rapid increase in awareness of the need to secure the views of pupils concerning the way that they were taught and managed, although there were important precursors of this approach (for example, Docking, 1980; Tattum, 1982). This more recent development was influenced in part by both national and international policies, which recognised the importance of listening to children. A summary of these developments is contained in Davie, Upton & Varma (1996). Cooper (1993), Gersch, Holgate & Sigston (1993) and Dwyfor Davies (1996) provided practical illustrations of ways in which teachers could use pupil voice to assist directly in helping to manage their own behaviour. These authors claimed that not only did such involvement support the wider development of an inclusive school ethos and culture, but it also enabled pupil-centred approaches to thrive. For the purposes of this study however, the importance of pupil voice is that it provides a potent, first-hand means of gathering data regarding the teacher characteristics from the perspective of pupils who are inclined to engage in problematic behaviours.

Thus, the period from 1990-99 is characterised by a large number of studies which provide information on those personal and professional dimensions of teachers which result in them being 'deviance provocative' or 'deviance insulative' (Reynolds, 1976).

It is also noteworthy that Michael Rutter, in his seminal works on school effectiveness, identified successful schools as those which provided accessible opportunities for all pupils to take responsibility for running their school lives (Rutter, Ouston & Maughan, 1980).

Several studies report that pupils with emotional and behavioural difficulties do hold negative views of their teachers, and of their schooling in general (Armstrong & Galloway, 1994) although such opinions are counterbalanced in an equal number of instances where researchers have identified pupils regarded as disruptive as presenting more positive perceptions of their teachers (Garner, 1993). These pupils are also proficient in identifying their preferred teacher characteristics; they do not regard teachers as 'all the same'. They view teaching style as an important determinant in their learning and in the relationship they have with their teacher (Wise, 1999), whilst there are indications from these sources that the professional dimensions of teachers are equally as important as those which can be termed 'professional'.

Examples drawn from this literature are those of Garner (1993), De Pear (1997) and Scarlett (1989), which all identified such wide-ranging teacher characteristics as patience, willingness to help, motivation, strictness, fairness and humour. It is also worth noting that these pupils express a wish for their school to have a clear disciplinary structure and fair management, a feature highlighted by Woods (1990) and Dwyfor Davies (1996). A further observation on these viewpoints, all of which are presented by pupils identified as presenting behaviour challenges in schools, is that their preferred teacher styles, both personal and professional, are closely aligned with the views of pupils who are academically and socially more successful in their learning (Raymond, 1997).

Resources during the last few years have been particularly characterised by studies which have sought pupils' views on teachers, particularly in the case of those pupils who challenge school systems. This is exemplified by, for instance, the work of Moody et al (2000), Hamill & Boyd (2000), Dwyfor Davies & Lee (2006), and relates to both mainstream and separate specialist provision.

The indications from these, and other research, is that pupils who present challenges in schools are likely to offer a limited set of preferred teacher-types, these being closely associated with characteristics of successful leaders of schools identified elsewhere in the literature (National College for School Leadership (NCSL), 2006). Thus, there is emphasis on having an opportunity to talk, being able to present a point of view, offering respect and being inspiring and enthusiastic. Indeed, the summary list of attributes and values (NCSL, ibid) is strongly echoed in other parts of an expanding literature on leadership in challenging schools (Kugelmass, 2003).

Leadership characteristics

A range of recent literature is available in broad support of the importance of individual leader characteristics when addressing behaviour-related issues surrounding exclusions. However, many of these refer only tangentially to those in senior leadership positions. A scoping of this recent literature reveals a tendency for behaviour (and its association with learning) to be a topic which is only inferred rather than dealt with substantively (see, for example, Harden et al, 2003; Ofsted, 2008). In respect of middle leaders, Garner & Groom (2010) have identified three levels at which leadership needs to be demonstrated – developing a knowledge-base, operational skills and understanding professional dilemmas. As with the period prior to 2000, it is necessary to rely on the more generic resources dealing with those teacher characteristics most successful in promoting positive pupil behaviour. These have been widely researched (Hay-McBer, 2000; Haydn, 2001; Powell & Tod, op cit; Elliott, 2009) and incorporated within guidance documents (DCSF, 2004; Ofsted, 2005a; 2005b). What is apparent across these materials is the frequent appearance of affective dimensions in the profiles of successful teachers.A good demonstration of this is in the work of Giallo & Little (2003), who identified teacher confidence and assertiveness as being potentially more significant in determining a successful teaching encounter than a specific technique.

This theme is certainly inferred in respect of personal leadership qualities in those schools experiencing challenging circumstances, many of which encounter a higher than average incidence of problematic behaviour by pupils. MacBeath, Gray & Cullen (2006) noted the need for leaders in such circumstances to have an explicit vision, but also to have an apparently contradictory combination of flexibility and stubbornness. Similar themes are discernible in the international literature (Jacobsen, Johnson, Ylimaki & Giles, 2005). A report from Lancashire local education authority & St Martin's College (2004), exploring elements of successful teachers in challenging circumstances highlighted personal vision, incorporating a set of values and a sense of personhood in their interactions with children. This was fundamentally associated with behaviour management, and emphasised individual consistency, implying that leadership commitment needed to recognise differences in learners within a whole-school approach.

In respect of schools facing particular challenging circumstances, the University of Cambridge Report (2005) emphasised a set of school leadership characteristics which related to (i) individualised approaches in learning, (ii) rethinking the curriculum, and (iii) targeted use of teachers to address challenging behaviour. These had subsequent parallels in the work of Leithwood, Day, Sammons, Harris & Hopkins (2006). Their report identified sets of cognitive characteristics of successful leaders (intelligence and other intellectual functions, problem-solving and knowledge) alongside affective characteristics (personality, motivation, and social appraisal skills, including emotional understanding and values). All of these are regarded as being essential components of successful school leadership, with links to the promotion of a positive culture of learning and social behaviour.

In subsequent work linked to closing the gap between the attainment of pupils from diverse social backgrounds, Kendall, et al (2008) noted that effective school leadership in this area was informed by an individual vision, together with a set of skills and attributes, including a proactive use of data, all of which contributed to the development of more positive behaviour.

This raft of professional and personal skills is also recognised in emergent thinking on the characteristics of inclusive school leadership (National College, 2010a).

iv. Promoting inclusion and limiting exclusion

The ultimate goal of schools in promoting positive behaviour is to promote the inclusion of all pupils, whilst endeavouring to limit exclusions: if pupils are not in a place of education it is unlikely that they will be learning academic, vocational and life skills that will enable them to make a positive contribution to society.

Recognising the causes of exclusion

Throughout the 1990s there has been an interest in exploring the factors that enabled some schools to retain pupils who, in other situations, would be excluded. Prior to this period there is considerable evidence of research directed towards exploring the multi-factoral nature of exclusions. York, Heron & Wolff (1972), for example, correlated this with severe psychological disturbance and learning difficulties. Elsewhere, correlations were made with delinquent behaviour outside school, lack of parental discipline, economic disadvantage, family breakdown as well as gender, class and age (Furlong, 1985). Interestingly, however, the work of Longworth-Dames (1977) suggested little difference between the personality type of excluded pupils and their peers, an issue which connects well with a tendency for so-called disruptive pupils to offer positive opinions about many of their teachers.

In 1990 a National Exclusions Reporting System (NERS) was established, in order to report on the incidence of permanent exclusions. In a subsequent discussion paper (DfE, 1992), an opportunity was taken to consider the push-pull dimensions obtaining when pupils are excluded – the extent to which some schools were better than others at retaining pupils who challenged. The paper, in revisiting the findings of the Elton Report, indicated that:

"the differences between standards of behaviour in schools could be explained only in part by socio-economic differences between their catchment areas. The ways in which individual classrooms and

schools were managed were seen to be important influences on pupils' behaviour" (ibid:4).

Meeting the needs of excluded pupils

During this period a good deal of attention was directed in the research literature towards provision for pupils who were excluded. New forms of educational alternatives, away from mainstream settings, became popular in many parts of the country (Topping, 1983). These were variously described as 'off-site units', 'study centres' or 'pupil support centres'. This situation was regularised in 1993, when the Education Act of that year required all local (education) authorities to make 'exceptional provision' for children who are excluded from school; this resulted in the establishment of pupil referral units (PRUs), designated to offer an educational experience which had the ultimate goal of returning pupils to their mainstream school. PRUs were sometimes viewed as offering only a part-time, unsatisfactory education (Ofsted, 1996). Particular criticism was reserved for the leadership and management of PRUs, this being regarded as lacking in strategic vision and a clear management structure.

The earlier arrival of a national curriculum in 1988, with a regime of attainment testing, suggested to some authors that headteachers were more likely to exclude pupils who presented behaviour problems (Stirling, 1992). This tension has prevailed throughout the period under review, and especially so at a time when competition between schools has been viewed as reducing choice for certain groups of marginalised pupils, including those who are excluded (Parsons, 1999; Bradley, Johnes & Millington, 1999). In consequence, there were moves to focus on collaborative arrangements between schools and PRU settings, with headteachers being encouraged to view them as strategic resources in an overall management plan for pupils who presented behaviour challenges (Ofsted, 1996; Social Exclusion Unit, 1998).

Insulation from exclusion

In the last decade exclusions from schools have continued to focus the attention of practitioners and policymakers (DfES, 2003; Sutton et al, 2004; Ofsted, 2004).

Much of this has seen a continued emphasis on the factors in the profile of a school which enable them to be more resilient in their inclusion of pupils who present exceptional challenges (Berridge, Brodie, Pitts, Porteous, & Tarling, 2001 ; Hallam & Castle, 2001). In fact, much of the most productive literature focuses upon the characteristics of inclusive schools (Horne & Timmons, 2007; Ainscow, Booth & Dyson, 2006). Here the emphasis is placed upon the importance of school culture (Vulliamy & Webb, 2000; NFER, 2003) and on the capacity of schools as institutions to own the problem behaviours exhibited by pupils rather than to export them to other settings or services (NFER, ibid).

The issue of exclusions in the literature confirms an ongoing link between behaviour and school ethos (DCSF, 2007; National College, 2010a; National College, 2010b). The influence of school leaders in determining the inclusive culture of a school is viewed as paramount in these studies. Thus, Kendall et al (2008) link effective leadership directly to a reduction in school exclusions. Reed (2005) suggested that schools which are successful in meeting the needs of pupils who present challenging behaviour are characterised by the issue being a leadership priority. This includes the promotion of well-integrated in-class support to teachers; clear, well-understood behaviour expectations; consistent but fair use of rewards and light-touch sanctions; strongly established, well-staffed learning support units and mentors; strongly embedded multi-agency support; and a strong commitment to inclusion.

Elsewhere, Webb & Vulliamy (2004) indicate that leaders who adopt a collaborative approach, linking with external agencies to support vulnerable pupils, are more likely to avert exclusion. Where exclusion was an inevitable consequence, engagement with external agencies was more likely to provide the necessary support for pupils during fixed-term exclusion, whilst assisting in their subsequent reintegration to school. Moreover, Pirri, Head & Brna (2005) recognise the particular importance of mainstream schools making greater use of the specialist skills available in alternative settings, especially in supporting mainstream schools to be more resilient to the pressure to exclude pupils.

Commentary

The resources selected for inclusion in this literature review represent a small part of what is available on the subject of pupil behaviour and on leadership. It is noteworthy that, within the inclusion parameters used in the selection of resources, very little research is apparent which connects the two in a focused study. It should also be noted that, whilst this scoping exercise has identified work which is illustrative of thinking in each of the four themes identified by the National College, there is a natural synergy and linkage between these.

This review has attempted to (a) highlight recurring thematic issues in the management of pupil behaviour, (b) offer some indicative responses by schools, central government and educational theorists, and (c) attempt to assess whether there is an existing evidence-base which might inform an understanding of the characteristics identified which enable school leaders to establish and enhance school systems which promote a positive climate for learning for pupils, including in particular those whose behaviour is sometimes challenging.

The literature scoping suggests that behaviour and leadership are subsumed within considerations of:

— 'hard' characteristics of individual schools: teachers' professional approaches, school organisation and procedures, curriculum provision and links with external bodies (parents, professional groups etc) – form the basis of effective provision, which in turn are informed (positively or negatively) by

— 'soft' characteristics of individual schools: teachers' personalities, school culture and ethos, perceived ability to include a range of learners – which are regarded by pupils as important indicators of a school's capacity to address their social, emotional and learner needs

This scoping also implies that leadership characteristics in relation to promoting positive behaviour can be seen as being related to:

— personal characteristics: motivation; use of positive affirmations; modelling positive behaviour; recognition of personal strengths and capabilities; repertoire of behaviour knowledge

— institutional characteristics: distribution of leadership; promotion of professional learning; encouraging calculated risk-taking; redefining pupil behaviour; emphasis on shared meanings (whole-school policy)

There is substantial evidence of overlap and interdependence between the hard and soft characteristics outlined above, and between personal and institutional characteristics of leadership and the promotion of positive behaviour. Moreover, each group appears to incorporate elements of each of the four survey themes (school cultures, relationships and behaviour; partnerships and communities; professional characteristics and behaviour; promoting inclusion and limiting exclusion) which the literature illustrates as being mutually inclusive features for successful provision. Consideration of any individual theme in isolation is not helpful.

Finally, it is worth noting that this scoping exercise has revealed very little in the substantive literature or guidance regarding pupil behaviour which places a discrete or direct emphasis on leadership. Rather, these resources are inclined to consider teachers as a generic group in relation to pupil behaviour, with the leadership and management of provision for pupils who present challenging behaviour being seen as part of a similarly generic approach to all pupils in schools. One of the few sources that considers this in substantive terms in direct relation to pupils who present challenging behaviour is that by Cole, Visser & Upton (1998), although their work referred only to leaders in special (separate) settings. Nevertheless, it is useful to be reminded of their data findings, which view successful headship in EBD-specific contexts as being characterised by:

— decisive leadership

— vision

— motivation

— effective person-management

— high expectations

— focus on high-quality teaching

— well-organised and adaptable

— focused on partnerships

— curriculum-led

Consideration of such elements of leadership is frequently highly visible in generic leadership literature – to which some reference has been made in this document (see, for example, Leithwood, Day, Sammons, Harris, & Hopkins, 2006). In respect of pupil behaviour, Cole et al (op cit) have also pointed out that successful leaders are more inclined to be directly involved with pupils, and their school inspections were notable in the use of such terms as 'inspiration', 'caring' and 'committed'. This raises again the question of whether there is an optimal level of distinction between hard and soft leadership skills when responding to the needs of pupils who present behaviour challenges. The extent of this relationship represents a significant future challenge for researchers, and for policymakers and professional developers engaged in promoting effective leadership in the 21st century.

Implications for leadership practice and development

The scoping of literature has led us to consider two questions which appear to be of significance for leadership practice and its future development. These have been discussed with colleagues from the project reference group and a set of resulting observations is offered for discussion.

(a) Which aspects of the findings of this scoping exercise represent innovative or different approaches to problem-solving in the field of behaviour?

— Little in this survey of literature presents as innovative practice in promoting positive behaviour; much of what is reported represents perceived effective practice in school leadership.

— In respect of pupil behaviour, effective leadership skills, like effective classroom teacher skills, appear to be generic and have been recognised over time.

— Professional and affective attributes of school leaders align closely to established eternal verities as reported over time in SEBD literature.

— Leaders who emphasise educational attainment tend also to place equal importance on appropriate social behaviours; both appear to have an axiomatic relationship.

— Innovation does occur in context-specific locations; it is uncertain whether the strategies used in these instances are generalisable.

— However, evidence in the literature is consistent in linking leadership skills and attributes relating to pupil behaviour to positive developments in each of the four themes highlighted in the review.

(b) Do the project findings present any new challenges for school leaders, or do they confirm ongoing dilemmas and opportunities?

— School leaders hold more optimistic views regarding trends in pupil behaviour than do classroom teachers.

— A higher proportion of primary school leaders hold more positive views about pupil behaviour than do secondary school leaders.

— An emphasis remains on low-level disruption in classrooms – this may be one source of disparity between the views held by school leaders and classroom teachers.

— School leaders illustrate a capacity to mediate guidance from the centre, in order to meet the needs of specific schools or settings.

— Changes in policy are likely to impact on school leaders as (a) pupil behaviour strategy becomes less centralised and more school-centred and (b) pupil behaviour develops as one of four strands in the new Ofsted school inspection framework.

Notwithstanding the dilemmas raised by these, and other questions, it remains clear that successful outcomes for pupils in school, including the promotion of positive behaviour and learning, can be firmly linked to effective leadership (McMahon, 2001; Cheng, 2002; School Leadership Review Group, 2003). Visser (2003) summarises much of what has been apparent in literature regarding leadership and behaviour. His report to Ofsted confirms the importance of school/setting leadership in promoting positive behaviour. In doing so it identifies those teacher characteristics – and by inference those attributes of leading teachers – that characterise successful promoters of positive behaviour.

Included in these is the belief that behaviour can be changed and that intervening is second to preventing challenging behaviour. Moreover the report indicates that schools should always set boundaries for pupils and ensure that they are appropriately challenged about their behaviours.

In summary, Sammons (2008) notes that the link between cognitive progress and behaviour is a consistent feature of school effectiveness. School leaders who incorporate strategic attention to both are more likely to promote overall attainment gains. However, the literature on leadership and behaviour is mainly inferential rather than explicit. In-depth research of pupil performance in learning and behaviour in relation to their perception of leadership in each of the four themes that have been the subject of this scoping exercise would appear to offer potential to inform future policy and practice. Moreover, further scrutiny of the professional development potential offered by such resources as a 'skills map for leaders' (DCSF, 2004) might offer some innovative opportunities to progress this important agenda.

Appendix 1: core list of resources

Ainscow, M, 1991, Effective schools for all: an alternative approach to special needs in education, Cambridge Journal of Education, 21(3), 293-308

Ainscow, M, Booth, T & Dyson, A, 2006, Improving Schools, Developing Inclusion, London, Routledge

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Bhabra, S, Dinos, S & Ghate, D, 2006, Young People, Risk and Protection: A Major Survey of Secondary Schools in On Track Areas, Research Report 728, London, DCSF

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Cheng, Y C, 2002, The changing context of school leadership: implications for paradigm shift, in Leithwood, K & Hallinger, P (eds) Second International Handbook of Educational Leadership and Administration, Norwell, MA, Kluwer Academic Publishers

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Cole, T, Visser, J & Upton, G, 1998, Effective Schooling for Pupils with EBD, London, David Fulton Publishers

Cooper, P, 1993, Effective Schools for Disaffected Pupils, London, Routledge

Cooper, P, Smith, C & Upton, G, 1994, Emotional and Behavioural Difficulties: from theory to practice, London, Routledge

Daniels, H, Visser, J, Cole, T & de Reybekill, N, 1999, Emotional and behavioural Difficulties in Mainstream Schools, Research Report RR90, London, Department for Education and Employment (DfEE)

Davie, R, Upton, G & Varma, V (eds), 1996, The Voice of the Child, London, Falmer

Day, C, Sammons, P, Hopkins, D, Harris, A, Leithwood, K, Gu, Q, Penlington, C Mehta, P & Kington, A, 2007, The Impact of School Leadership on Pupil Outcomes, Research Report 0018, London, DCSF

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DCSF, 2007, School Discipline and Pupil Behaviour Policies, London, DCSF

DCSF, 2009a, Learning Behaviour: Lessons Learned, London, DCSF

DCSF, 2009b, Achievement for All: Characteristics of effective inclusive leadership, London, DCSF

DCSF, 2009c, Delivering the behaviour challenge, London, DCSF

De Pear, S, 1997, Pupils' views Excluded pupils' views of their educational needs and experiences, Support for Learning, 12(1), 19-22

DES, 1963, Half Our Future (The Newsom Report), London, HMSO

DES, 1989, Discipline in Schools (The Elton Report), London, HMSO

Devlin, A, 1995, Criminal Classes: offenders in school, Winchester, Waterside Press

DfE, 1992, Exclusions: a discussion paper, London, HMSO

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Hallam, S, Rhamie, J & Shaw, J, 2006, Evaluation of the Primary Behaviour and Attendance Pilot DCSF Research Report 717, London, DCSF

Halsey, K, Gulliver, C, Johnson, A, Martin, K & Kinder, K, 2005, Evaluation of Behaviour and Education Support Teams, Research Report 706, London, DCSF

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Mulford, B & Silins, S, 2003, Leadership for organisational learning and improved student outcomes - what do we know? Cambridge Journal of Education, 33(2), 175 95

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NCSL, 2006b, System leadership in action, Nottingham, NCSL

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Ofsted, 2003, Leadership and management: what inspection tells us, London, Ofsted

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School Improvement (Northern Ireland programme) Promoting and sustaining good behaviour: A discipline strategy for schools, Belfast, DENI

Steer, A, 2006; 2007; 2009, The Steer Report, London, DCSF

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Appendix 3: summary of key documents relating to leadership and promoting positive behaviour (2000-10)

The following documents have been identified by the project reference group as being important resources to promote discussion and stimulate thinking on each of the four themes being interrogated in the present scoping exercise. Each document is highlighted in the literature scoping. The selection is not exhaustive and represents the views of a small group of behaviour leaders as being helpful in this capacity. They are listed in chronological order and a link is provided (all current, 6 April, 2011).

Harden, J, Thomas, J, Evans, J, Scanlon, M, Sinclair, J, 2003, Supporting pupils with emotional and behavioural difficulties (EBD) in mainstream primary schools: a systematic review of recent research on strategy effectiveness (1999 to 2002), London, EPPI-Centre, London University

Among other findings, this report indicated that UK studies published between 1999 and 2002 suggest a move towards strategies using a whole-school approach for their successful outcomes in managing problematic behaviours.

http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=QIJ2ApVd%2fTk%3d&tabid=125&mid=934&language=en-US

School Leadership Review Group, 2003, A systematic review of the impact of school headteachers and principals, London, EPPI-Centre, London University

The literature review presented in this document offers some support for the links between the approach adopted by school leaders and the learning and behaviour of pupils. It reports that such relationships are difficult to define and that pupil behaviour has not been the subject of much scrutiny when considering leadership roles in schools.

http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=G74GsI2AJ3Q%3D&tabid=317&mid=1220&language=en-US

Visser, J, 2003, A study of children and young people who present challenging behaviour, London, Ofsted

The report confirms the importance of school and setting leadership in promoting positive behaviour. It identifies those teacher characteristics – and by inference those of leading teachers – that are attributes of successful promoters of positive behaviour. Included in these are a belief that behaviour can be changed and that intervening is second to preventing challenging behaviour. Moreover the report indicates that schools should always set boundaries for pupils and ensure that they are appropriately challenged about their behaviours.

www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Inclusion/Behaviour/A-study-of-children-and-young-people-who-present-challenging-behaviour-literature-review

DCSF, 2004, Leading on behaviour: a handbook for leading teachers, London, DCSF

This resource is intended to support the professional development of all those in schools and settings who have a strategic and operational responsibility for promoting positive behaviour in schools. It sets out a detailed skills map and offers an audit of behaviour management skills for leading teachers.

http://nationalstrategies.standards.dcsf.gov.uk/node/86927

Powell, S & Tod, J, 2004, A systematic review of how theories explain learning behaviour in school contexts, London, EPPI-Centre, London University

This literature review provides a substantial evidence-base for the links between behaviour and learning and of the important role of relationships in promoting positive behaviour. An emphasis is placed on the systemic nature of these and their important contribution to the culture and ethos of schools and settings.

http://eppi.ioe.ac.uk/EPPIWebContent/reel/review_groups/TTA/BM%28CCC%29/BM%28CCC%29_2004review.pdf

Cambridge University, 2005, Responding to Challenging Circumstances: Evaluation of the Schools Facing Exceptionally Challenging Circumstances Project, Cambridge, Faculty of Education, University of Cambridge

The report emphasises sets of leadership attributes, relating to (i) individualised approaches in learning, (ii) rethinking the curriculum, and (iii) targeted use of teachers to address challenging behaviour. It recognises the existence of a reservoir of expertise in schools in exceptionally challenging circumstances from which other schools could benefit.

http://publications.education.gov.uk/eOrderingDownload/RW90.pdf

Halsey, K, Gulliver, C, Johnson, A, Martin, K & Kinder, K, 2005, Evaluation of Behaviour and Education Support Teams, DfES Research Report 706, London, DCSF

This report highlights the strategic use that schools make of supporting professionals. This is done directly, in respect of particular behaviour interventions and also in the planned inputs to the professional development of staff to extend their behaviour management skills.

http://publications.education.gov.uk/eOrderingDownload/RR706.pdf

Ofsted, 2005, Excellence in Cities: Managing associated initiatives to raise standards, London, Ofsted

The Behaviour Improvement Programme is assessed in this report; clear roles for learning mentors are specified, as well as explicit line-management structures. The role of learning mentors is emphasised within this programme. These are used by school leaders to target pupils who are disaffected with school or are underachieving. Typically their intervention has led to more positive attitudes, better behaviour and academic progress from the pupils they support. It is also noted that successful school leaders are those who are supportive of more flexible and inclusive curricula.

www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Management/Excellence-in-Cities-managing-associated-initiatives-to-raise-standards

Ofsted, 2005, Managing Challenging Behaviour, London, Ofsted

Ofsted indicates that behaviour is significantly better in settings that have a strong sense of community and work closely with parents. In these settings learners feel safe and are confident that issues such as bullying are dealt with swiftly and fairly. A strong lead by senior managers who set high standards and provide close support to staff contributes significantly to the effective management of behaviour.

www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Care/Childcare/Managing-challenging-behaviour

Pirri, A, Head, G & Brna, P, 2005, Mainstreaming Pupils with Special Educational Needs: an evaluation, Edinburgh, The Scottish Executive

This study provides evidence of the benefits to be obtained from the use of the expertise residing in specialist provision, when addressing behaviour challenges in mainstream schools.

www.scotland.gov.uk/Resource/Doc/89188/0021334.pdf

Reed, J, 2005, Classroom lessons for policymakers. Toward zero exclusion project, primary evidence report on student outcomes, London, IPPR

Behaviour in schools which demonstrate success in meeting the needs of pupils who present challenging behaviour is characterised by it being a leadership priority. This is characterised by the promotion of well-integrated in-class support to teachers; clear, well-understood behaviour expectations; consistent but fair use of rewards and light-touch sanctions; strongly established, well-staffed learning support units and mentors; strongly embedded multi-agency support; and a strong commitment to inclusion.

www.cfbt.com/PDF/91081primaryresearch.pdf

Webb, R & Vulliamy, G, 2005, A Multi-Agency Approach to Reducing Disaffection and Exclusions from School DCSF Research Report 568, London, DCSF

Inter-agency working was the principal theme of this research report. It indicated that the most commonly cited benefits of adopting this approach were: improved home-school communication; the provision of additional support for the youngsters within school; practical advice on behaviour management at home; support for the whole family; and mobilising other agencies into providing services. Pupils found support workers helped them to avert exclusion, supported them through fixed-term exclusions and helped them to reintegrate into school.

http://publications.education.gov.uk/eOrderingDownload/RR568.pdf

Bhabra, S, Dinos, S & Ghate, D, 2006, Young People, Risk and Protection: A Major Survey of Secondary Schools in On Track Areas, DCSF Research Report 728, London, DCSF

Young people in school reported the positive effects of teacher praise. They also indicate greater likelihood to be insulated from risk-taking activity or delinquency when they feel included as part of a school culture.

http://publications.education.gov.uk/eOrderingDownload/RR728.pdf

DfES, 2006, Learning Behaviour. The Report of the Practitioners' Group on School Behaviour and Discipline, London, DfES

This report identifies aspects of practice that create the right conditions for learning good behaviour. It also offers practical examples as to how this can be achieved. These include examples of effective school leadership, pupil support systems and liaison with parents and external agencies.

http://publications.education.gov.uk/eOrderingDownload/STEER-FINAL.pdf

Hallam, S, Rhamie, J & Shaw, J, 2006, Evaluation of the Primary Behaviour and Attendance Pilot, DCSF Research Report 717, London, DCSF

Qualitative and quantitative data indicated that the majority of headteachers believed that coaching had improved the skills and confidence of teachers in promoting positive behaviour. There was a perceived positive impact on children's behaviour, the working climate in the school, children's wellbeing, confidence, communication skills, social skills and control of emotions. Some impact was reported on learning and home-school relationships. The commitment of the senior management team and a whole-school approach with the participation of all teachers were factors reported to contribute to the success of the school improvement strand.

www.dcsf.gov.uk/research/data/uploadfiles/RR717.pdf

Leithwood, K, Day, C, Sammons, P, Harris, A & Hopkins, D, 2006, Successful School Leadership: What It Is and How It Influences Pupil Learning, DCSF Research Report 800, London, DCSF

This report identifies sets of cognitive characteristics of successful leaders (intelligence and other intellectual functions, problem-solving and knowledge) alongside affective characteristics (personality, motivation, social appraisal skills, including emotional understanding and values). All are regarded as being essential components of successful school leadership, with links to the promotion of a positive culture of learning and social behaviour.

http://publications.education.gov.uk/eOrderingDownload/RR800.pdf

Manni, L, 2006, Variations in Teacher and Pupil Behaviours in Year 5 Classes, DCSF Research Report 817, London, DCSF

The quality of Year 5 practice observed was better in schools that had been rated more highly in terms of overall school leadership, effectiveness and improvement on the previous inspection. Such schools appear to provide a more positive context for teaching and learning. In classrooms where this link was apparent fewer off-task behaviours were noted.

http://eppe.ioe.ac.uk/eppe3-11/eppe3-11%20pdfs/eppepapers/Tier%203%20full%20report%20-%20Final.pdf

Day, C, Sammons, P, Hopkins, D, Harris, A, Leithwood, K, Gu, Q, Penlington, C, Mehta, P & Kington, A, 2007, The Impact of School Leadership on Pupil Outcomes, DCSF Research Report 0018, London, DCSF

Along with confirming the importance of sets of professional and affective skills, this report highlights that the introduction of a whole-school approach to pupil behaviour management is positively associated with improved student outcomes.

http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR108.pdf

Kendall, K, Lamont, E, Wilkin, A & Kinder, K, 2007, Every Child Matters: how school leaders in extended schools respond to local needs, Nottingham, NCSL

This report notes that pupils who experience disadvantaging conditions, or special educational needs, including behaviour issues, are supported by school leaders who promote a strong ethos of inclusion, who emphasise preventative work and who engage with a tradition of community and adult education. These leaders also promote a dynamic approach to the delivery of teaching and learning and have a strong commitment to and a history of partnership working

www.nationalcollege.org.uk/docinfo?id=21870&filename=ecm-how-school-leaders-respond-full.pdf

Muijs, D, Ainscow, M, Dyson, A, Raffo, C, Goldrick, S, Kerr, K, Lennie, C & Miles, S, 2007, Every Child Matters Leading under pressure: leadership for social inclusion, Nottingham, NCSL

This report emphasises that social inclusion is translated into practical action by leaders who seek to protect children from negative influences and provide a safe learning-oriented environment by the creation of a very orderly and calm environment and consistent practices in both teaching and behaviour.

www.nationalcollege.org.uk/docinfo?id=17161&filename=ecm-leading-under-pressure-full-report.pdf

Smith, P, O'Donnell, L, Easton, C & Rudd, P, 2007, Secondary Social, Emotional and Behavioural Skills (SEBS) Pilot Evaluation, DCSF Research Report 003, London, DCSF

This report contains a recommendation that school leadership teams should have a clear vision of the important role that social and emotional skills can play in enhancing a positive school climate. It also stresses the importance of having school (or local authority) champions, who can actively promote SEBS.

www.cornwallhealthyschools.org/documents/Secondary%20social%20emotional%20and%20 behavioural%20skills.pdf

Kendall, S, Straw, S, Jones, M, Springate, I & Grayson, H, 2008, A Review of the Research Evidence (Narrowing the Gap in Outcomes for Vulnerable Groups), Slough, NFER

Evidence that schools have reduced bullying, improved behaviour of some vulnerable groups, and reduced exclusions is highlighted in this review of research on narrowing the gap related initiatives. Schools using insulating approaches have reduced the likelihood of pupils using drugs and contributed to reducing teenage pregnancies. The review notes that effective school leadership, in terms of individual qualities such as vision and skills, and management processes relating to behaviour and use of data, can contribute to improving outcomes, including more positive behaviour.

www.nfer.ac.uk/nfer/publications/LNG01/LNG01.pdf

NFER, 2008, Teacher Voice Omnibus: June 2008 Survey: Pupil Behaviour, DCSF Research Report RW-069, London, DCSF

Senior leaders were found to be more optimistic about trends in pupil behaviour than classroom teachers: 41 per cent of leaders said that pupil behaviour had improved (either 'marginally' or 'substantially') in the last 5 years, compared with just 23 per cent of classroom teachers. Proportionately more primary senior leaders (54 per cent) than secondary leaders (38 per cent) said that pupil behaviour was 'very good'.

www.nfer.ac.uk/what-we-offer/teacher-voice/PDFs/DCSF-RW069.pdf

Ofsted, 2008, Good practice in re-engaging disaffected and reluctant students in secondary schools, London, Ofsted

This report draws on a survey of 29 secondary schools, including one academy and one pupil referral unit, to identify sustained good practice in re-engaging disaffected students in their learning. The report illustrates the good practice in the schools visited and what might be achieved by others when reviewing support for disaffected students. The report emphasises the importance of also engaging parents and carers in supporting young people.

www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Good-practice-in-re-engaging-disaffected-and-reluctant-students-in-secondary-schools

Sammons, P, 2008, School Effectiveness and Equity: making connections, Reading, CfBT

The link between cognitive progress and behaviour is highlighted in this report, which also indicates the existence of research evidence which highlights the importance of community belonging as one way of insulating children from problem behaviour. Effective schools that promote social inclusion, whilst emphasising academic achievement also pay significant attention to social and affective outcomes such as attendance, attitudes, behaviour, and self-esteem. It notes that recent British research on the school's influence on secondary school students' non-cognitive outcomes suggests that school influences on attitudes and soft skills tend to be weaker than the influence on academic outcomes and aspects such as attendance and behaviour.

http://www.cfbt.com/evidenceforeducation/pdf/Full%20Literature%20Review.pdf

DCSF, 2009, Learning Behaviour: Lessons Learned, London, DCSF

The behaviour in school of the large majority of children is good, as it always has been. Where instances of bad behaviour occur intervention must be swift, intelligent and effective. This intervention must protect the interests of the majority while aiming to change the behaviour of those causing the difficulties. This report presents the overall conclusions of Sir Alan Steer's review of pupil behaviour issues, announced in the Children's Plan. It builds on findings from the four interim reports between March 2008 and February 2009.

http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00453-2009

DCSF, 2009, Delivering the behaviour challenge, London, DCSF

It is proposed that schools that are effective in promoting positive behaviour and in the wider aspects of behaviour management should become system leaders, providing advice and support to those settings where significant challenges are experienced in this area of work.

http://publications.education.gov.uk/eOrderingDownload/DCSF-00961-2009.pdf

National College for Leadership of Schools and Children's Services, 2010, Achievement for All: Characteristics of effective inclusive leadership, Nottingham, National College

Being of general relevance across the special educational needs/disabilities spectrum, this document includes pupils who present social, emotional and/or behavioural difficulties (SEBD). The document offers a range of leadership approaches which are recognised as being those more likely to promote successful learning engagement and behaviour.

www.nationalcollege.org.uk/index/docinfo.htm?id=33271

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Nottingham NG8 1DH
T 0845 609 0009
F 0115 872 2001
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