

Definition and management of pupils' problematic behaviours: A teacher focused approach

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Contents

Abstract	7
Acknowledgements.....	9
Tables and figures.....	10

Chapter One

Introduction to the thesis.....	11
Introducing the researcher.....	13
How behaviour is defined in the literature.....	18
Contextualising problematic behaviours in school: Contradictions between data sets.....	20
Nature or Nurture: factors that affect how teachers' view problematic behaviour	
Biological interpretation of behaviour.....	22
Nurture: learning theory.....	22
English Policy making and behaviour.....	24
Introducing and critiquing Key studies.....	26
Introducing the Study.....	31
Participant schools: Rationale for School A and School B selection.....	31
Rationale for participant Teachers School A and School B.....	33
Rationale: Group selection.....	34
Thesis contribution.....	35

Structure of Thesis.....	36
--------------------------	----

Chapter 2

Methodology and research design: Research aims.....	38
---	----

Methodological position.....	38
------------------------------	----

Selecting the school sample (Phase 1).....	40
--	----

School A and School B behaviour policies.....	42
---	----

Initial engagement: developing the school context- Data Generation (Phase1-3).....	43
--	----

Phase 1.....	48
--------------	----

Setting the scene: Initial visits to the research schools prior to meeting the research participants.....	48
---	----

The Tools- The questionnaire and questionnaire distribution.....	49
--	----

Common key themes identified from questionnaire distributed to School A and B.....	50
--	----

Selection Criteria: Context for the purposive selection of the six teachers.....	51
--	----

Context for the pupil focus group.....	53
--	----

Phase Two-Teacher participant data collection.....	53
--	----

Activity 1a- School-level observations: informal visits	54
---	----

Activity 1b – Data collected from the teachers.....	54
---	----

Why observe?.....	59
-------------------	----

Activity 2a: One to one discussions.....	60
--	----

Activity 2b-Types of observations - video observation.....	60
--	----

Researcher observation	61
Activity 3 -Data review.....	61
Illustrative diaries: <i>creative synthesis</i>	63
Data analysis	63
Data coding and interpretation.....	64
Ethics in qualitative data collection analysis.....	65

Chapter Three

Case studies: introducing the schools and participant teachers.....	66
Introducing the two research schools.....	66
Physical environment	70
Teacher case study.....	74
Alan’s definition of problematic behaviour.	75
Alan’s relationship with the physical environment	76
Ken’s definition of ‘problematic behaviour’.....	80
What impact does the physical environment have on Ken?.....	81
Pat’s definition of problematic behaviour.....	85
Tracey’s ‘problematic behaviour’ definition.....	89
Tracey and the physical environment.....	92
Dave’s ‘problematic behaviour’ definition.....	94
Dave and his physical environment	95

Johns 'problematic behaviour' definition.....	97
John and his physical environment.....	97

Chapter 4

Data analysis.....	102
From themes to lenses: The process to define the nine lenses.....	102
Lens Definition and Teacher usage.....	107
Lens 1- Personal experiences.....	107
Lens 2-Pupil gender.....	107
Lens 3 - Job role	108
Lens 4- The environment.....	108
Lens 5- Pupil Productivity.....	109
Lens 6 – Attainment.....	109
Lens 7- Key stage.....	110
Lens 8 – Subject.....	110
Lens 9 - Pupil's physical features.....	110
Lens espousal and enactment - teacher congruency.....	111
Lens 2: How teachers use a pupil's gender as a lens to define problematic behaviour.....	120
Lens three: The physical environment; how specific place and role influence definition and decision making.....	123

Key Findings.....128

Chapter Five

Conclusion to the thesis and future recommendations.....129

Contributing to knowledge: How has the literature informed the findings?.....129

Reflections on the research methods.....137

From participant to reflective group.....139

Personal reflection on my practice.....140

Limitations of the study.....141

Future Research.....142

Conclusion.....143

References.....145

Appendices -Appendix A.....153

Appendix B.....181

Appendix C.....225

Abstract

Current school guidance and policies from central government place behaviour as a key priority. Historically, governments have also placed behaviour at the forefront. Recently, for example, the 2010 White paper, Department for Education (DfE) 'Behaviour and Discipline in Schools' guidance (2011), and Education Minister Nicky Morgan's appointment of a behaviour tsar (Tom Bennett) tasked with advising policy on how to raise standards of behaviour in schools (2015) confirms this emphasis. Even though regulatory bodies recognise the importance of schools managing 'problematic behaviours' there appears to have been a failure to explicitly define what constitutes a problem behaviour in schools. However, this is not surprising given the continuing controversy regarding how 'behaviour' (and particularly, 'problematic behaviour') should be characterised and defined. To date the support for schools and teachers to better understand 'behaviour' characteristics and more importantly 'difficult behaviours' is limited. Thus, the issue of behaviour and its management in schools is a longstanding concern. This raises the issue of how schools can continue to raise standards when no clear definition is offered to guide leaders and teachers to better understand 'behaviours'.

This thesis addresses these concerns in a systematic attempt to promote understanding of the following key areas:

1. How teachers define 'problematic' classroom behaviours and their reasons for this.
2. How teachers respond to such 'problematic' behaviours in classroom settings.
3. The extent to which teachers reflect upon such 'problematic' behaviours and the impact their responses have on the learners previously identified as exhibiting 'problematic' behaviours.

This work incorporates a comprehensive review of how schools have historically managed pupil behaviours with reference to biological and sociological influences. For the purpose of this study, the ways in which relevant ideas and their boundaries are formed held particular interest. Hence, the methodology incorporates a heuristic approach. There was a primary interest in reviewing how teachers define and respond to behaviours deemed 'problematic'. The methodological approach allowed both the researcher and research respondent to discover if factors such as gender, length of service, or subject area helped to define and shape teacher definitions. A key aim was to understand how teachers respond to those defined behaviours by identifying and analysing:

- a) What types of non-verbal and verbal communications do teachers use and why?
- b) What sanctions/ rewards do teachers use and why?
- c) To what extent do teachers use their classroom environment to respond to behaviours, i.e., seating arrangements, behaviour rules displayed?
- d) How and when do teachers use support networks in the management of behaviours?
- e) What heuristics do teachers employ in relation to their decision around defining learners' 'problematic' behaviours?

The research project concluded by examining the extent to which teachers reflect upon problematic behaviours, considering the possible impacts that their responses have towards pupils displaying 'problematic' behaviours.

This main issue identified in this study was teacher congruency, i.e., how what teachers say and do when defining and managing pupils' problematic behaviours differed. It is those observed differences in teachers' consistency which was of most interest. The disparity in the ways different teachers identified and responded to 'problematic' behaviours was considered against the national backdrop, in which new benchmarks for behaviour have been produced (2015 Ofsted framework). The NFER 2012 findings, which identified pupils' problematic behaviours as a contributing factor for teacher stress and teacher recruitment, especially within the secondary sector, provided an important context for this work while also highlighting the potential importance of enhancing understanding in this area. The study argues that teachers and education settings could benefit from understanding how teachers' definition and management of pupils' problematic behaviours might be influenced by factors not necessarily directly linked to those behaviours. By better understanding the processes involved in the identification and management of pupils' and their problematic behaviours more parity between what teachers do and say may be achieved.

Acknowledgements

Hopefully one of the last things I shall write before the green mile and light!

I would like to say a heartfelt thank you to my participants (Tracey, Ken, Alan, Pat, Dave and John), without whom none of this would have been possible. I greatly appreciate their insight, honesty and self-reflection.

I would like to say a special thank you to my long suffering supervisor, Dr Katy Vigurs. Katy has put up with an awful lot, including spelling, misplaced apostrophes and the towel thrown in more than once! She has never wavered from my side. I am privileged to count her as my guiding light she is a superb researcher, and true friend. To Professor Michelle Lowe who placed me on the roller coaster!

Mum Joanne Les and my teaching and gym buddies especially my Longtonian colleagues.

Finally, Matt, Finley, Solomon, Ruben and Ronnie my old faithful, forever by my side, there to sweep away the sweat tears and frustration, believing in me. Thank you.

And to my Dad: Mr Peter Eric Kidd, Esq.

My Dad x forever in my thoughts.

Dad: you taught me never to give up and to value the power of an educated mind. I remember the morning you placed me on the pathway to learning. It went something like this...

One morning we both sat by the fire, I watched as you opened the mail. 'Dad', I asked, 'what does Esquire mean?'

Your reply 'Rach, It's because I have letters after my name! A wink and smile followed. 'Oh Dad!!!' I said through laughter,

Dad returned my smile saying 'Rach one day, you too will have proper letters after your name'.

Hopefully Dad that day is near and I can make you as proud of me as I of you. Your road to success was tough, but you trod the uneven path with grace and conviction. You taught me to never stop asking and never stop learning. Hopefully, you can see that I have followed your teaching. Love you Rach

Figures and Tables

Participant table

Teacher	School
Ken- Head of Faculty- long serving	School A
Dave- Teacher- Acting Head of Year-	School A
Alan – Head of Year	School A
Pat – Head of Faculty- long serving	School B
Tracey- Teacher- Subject lead	School B
John- Teacher- 2 nd year teacher	School B

List of Figures

Figure	Page	Figure	Page	Figure	Page	Figure	Page
1.1	13	3.1	67	3.8	79	4.1	103-104
1.2	14	3.2	68	3.9	82	4.2	115
1.3	16	3.3	69	3.10	86	4.3	119
1.4	17	3.4	71	3.11	88	4.4	126
2.1	56	3.5	72	3.12	88	4.5	127
2.2	57-58	3.6	73	3.13	98		
2.3	62	3.7	77	3.14	99		

List of Tables

Table	Page	Table	Page
1	32	4.2	105
1.2	33	4.3	112
2.1	41		
2.2	45-47		
2.3	51		
3.1	100		
4.1	105		

Chapter One

Introduction to the Thesis

This thesis has been developed out of a two-year qualitative Education Doctorate study seeking to understand how teachers identify and manage pupils' problematic behaviours in secondary schools. The study investigated the factors which influenced the way in which teachers view pupil behaviours. As a researcher, I have engaged with current literature and key theoretical debates, drawn on insights from the literature and used personal knowledge as a practitioner and school leader. I have taken a reflexive approach to the whole research process. The thesis and my contribution to knowledge, develops and integrates a number of key concepts, namely teachers' social and biological awareness of problematic behaviour, and how they influence teachers' identification and management of pupils' problematic behaviour.

This introduction will set out the context of the research in terms of myself as the researcher. It will set out the recent history of the concept of behaviour and how problematic behaviour has been presented to schools and practitioners, reviewing main drivers such as policy and legislation. It will introduce the rationale for carrying out such a study, such as using ethnographic methods including participant observations and reflective interviews as research tools.

From this I will analyse the concept of what teachers think is bad behaviour. This will highlight the importance of understanding teachers' enacted and espoused definition and decision making processes regarding pupil behaviours. Finally, I will summarise and locate the contribution to knowledge that this research makes, prior to outlining the structure of the thesis. In conclusion this thesis will set out to achieve the following:

To investigate how teachers define and manage pupils 'problematic' behaviours in secondary school settings.

Objectives

To meet the aim this study will answer the following core questions:

- ✓ What is the impact of the socio economic indicators of the school on how teachers define behaviour?
- ✓ What is the impact of teachers' personal characteristics, in terms of gender, length of experience, subject, and age on how 'problematic' behaviours are defined?

- ✓ What is the impact of the external / internal regulatory frameworks/constraints (such as school behaviour policy, Ofsted, external examination, awarding bodies) on the definition of 'problematic' behaviours?

It will aim to understand how teachers respond to those 'behaviours' in a classroom setting by identifying and analysing:

- ✓ What types of non-verbal and verbal communications do teachers use and why?
- ✓ What sanctions/ rewards do teachers use and why?
- ✓ To what extent do teachers use their classroom environment to respond to behaviours, i.e., seating arrangements, behaviour rules displayed?
- ✓ How and when do teachers use support networks in the management of behaviours?
- ✓ What heuristics do teachers employ in relation to their decision around defining learners' 'problematic' behaviours?

The research project will conclude by examining the extent to which teachers reflect upon 'behaviours' and consider the possible impacts that their responses have towards pupils displaying 'problematic' behaviours.

Section 1: Introducing the Researcher

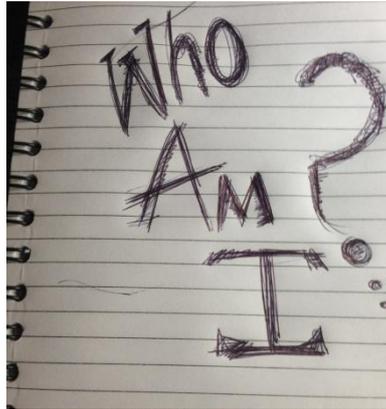


Figure 1.1. Who am I?

I was born, raised and educated in the area where I conducted the research and this influenced me greatly, both personally and professionally. For a start, the city is internationally renowned as a creative city: the birth place of the ceramic industry. As a young artist, I was inspired by the city's great bottle kilns; the skyline lit with the haze of smog, and groups of white-coated people filing out of the factories, white foot prints left on the pavements. On leaving school, I studied ceramic design and fine art, inspired by the local heritage. This is important to note, as my artistic skills and creative ways of 'meaning-making' have been an integral part of my EdD study. I have used and created visual imagery throughout the research process to help me make sense of my research findings, and to help my participants communicate their ideas. A number of these visual images are included throughout the thesis.

Figure 1.2 below represents one of the very first memories of my schooling in the 1970s. I distinctly remember looking out of my school window, seeing the bottle kilns and factory walls; although industrial, it was an elegant view giving me a sense of pride and belonging. Although none of my immediate family worked in the pottery industry, most of my school friends' parents and grandparents did. In fact, the dominance of the industry shaped parts of my education; for example, the timing of my summer holiday differed to every other child outside the city. The 'Potters' Holiday' dominated the last weeks of the second half of the summer term with the city's classrooms emptying as the pottery industry workers took a well- earned summer break. My own schooling shaped my perception: to me education closely linked to the world in which we live; holding an idea of a community interacting with education.

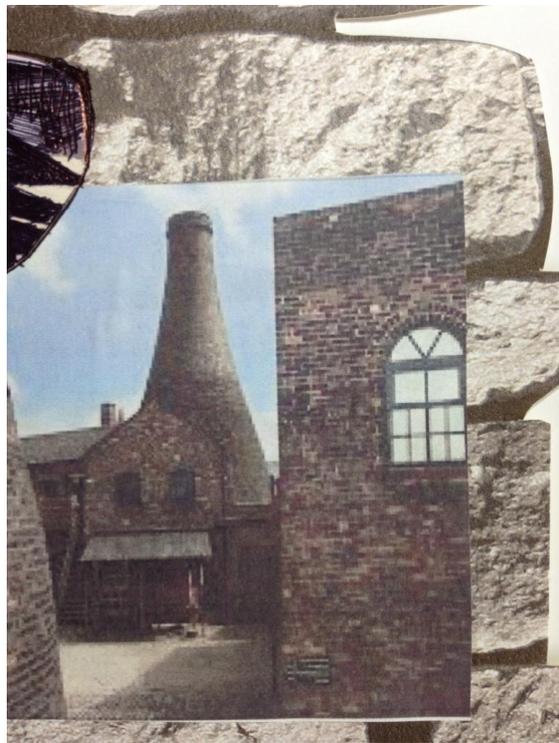


Figure 1.2. A view from my school window as a child

Figure 1.2 is an important image as it depicts my first thoughts of education and the idea that my peers (pupils) would leave schooling to enter the working world on the Monday. Then, I felt education was shaped to fit the local community and economy. I had a mixed experience as a learner in school. I remember my teachers seeing me, then my twin sister, struggling to decide who was who; they would shout 'Twinee' across the playground. When they had decided who was who, interaction with teachers often led to trouble. For example, as I would not stick to school regulations, I became isolated, as I often challenged teachers on their rules and approaches. I was not seen as compliant. The teachers became my enemies, as I believed them to be upholding punitive systems to control me and my actions. For example, detentions became a regular occurrence, there were phone calls home and isolation from peers became the norm.

I have decided to reframe my schooling thoughts and experiences in a different way using the arts: seeing my school world through the eyes of an artist provided an interpretative tool which helped me to express understanding of my school world.

Words create thinking, and thinking creates memories. Reading back through the words and memories I scribed evoked happiness. Even though there were many periods of frustration, humiliation and exhaustion, I knew that teaching was my passion and destiny. I remember my own school memories. Primary school was associated with happiness, fun, friends, community, laughter, learning with meaning. However, secondary school, especially from year eight, promoted feelings of anger, rejection, resentment, identity crisis and deep, deep unhappiness. Negative events from this time are permanently

etched in my mind, overwhelming my thoughts, my being. I remember with such sharp vividness, the teacher who told me 'You're nothing like your sister, we got on great'. Words such as 'cannot', 'failure', 'no', 'what do you not understand?', became everyday language. Resistance and rejection of systems became everyday activities. When did that Monday morning become significant? When did getting to Friday feel like an achievement?

I watched my character morph into someone I did not know. The teachers became enemies: punitive control systems and positive behaviour systems were practised. We rebelled against the control of mind of body. Tie fastened to top button, skirts at knee length, what was it all about? You see, the bigger picture to me could not be framed, and I perceived only barriers and chains...

My relations with school, staff, and systems became fragmented. Was I becoming unsalvageable? Questions 'how could this happen?', 'what is wrong with you?', 'why are you behaving like this?' became all too familiar. It had to be me: I am saying the wrong things, doing the wrong things. My eyes and ears told me differently. *'Sir, you didn't say that to Kathy!' 'It's always me isn't it?' 'What about Derrick? You've not told him off!' 'How come it's my fault? You said that we could do this!' 'How can I know what you are thinking? That's not what you said last lesson!'*

The rules of the system failed to make sense; yet the system was fool proof, the system defined me.

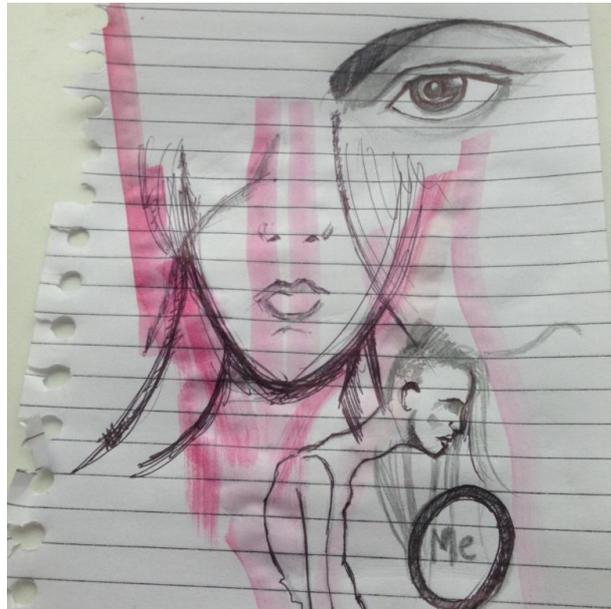


Figure 1.3. This is me?

Figure 1.3 represents how I saw myself during the Education Doctorate research process, when I looked back at how I was shaped by my high school years. I often felt inadequate, *'not quite meeting the standard required'* (journal notes).

I have over twenty years of service as a teacher in my local area. Working in challenging inner city schools has been a common feature of my career. My positions in schools have been as varied as the Head Teachers which I have served under. I have worked in six secondary schools, undertaking roles such as teacher of art and design, and a senior leadership role with special responsibility for teaching, learning and behaviour. My most recent experience has been in alternative educational provision working with pupils with behaviour and mental wellbeing issues. This experience has provided me with a contextual insight into pupil behaviour, from where I am developing my research stance. This knowledge crucially informed the reflexive methodologies adopted, for example teachers as participant observers. My approach to teaching and behaviour management has, therefore, been shaped by wider, more holistic responsibility to the pupils' learning and wellbeing. Becoming a teacher was a proud achievement, but for me being a teacher quickly represented more than my subject. My approach to teaching was always shaped by a sense of wider responsibility to the pupils and their wellbeing and personal experience of how some of my teachers had disregard for other aspects of my development and health. I did not want replicate this.



Figure 1.4. Me the teacher, researcher and behaviour specialist

The image above represents how I saw myself during teacher training and during my senior leadership roles and the way it made me feel complicit in managing pupil behaviours. This was problematic given that my response was much broader. This stands in contrast to current approaches, which separate knower from agent creating a duality. Behaviour approaches subsequently focus on supporting individual cognitive output located in the production of GCSEs rather than notions of behaviour located within wider social strata and the production of the self-project (Giddens 1991).

In this section I have described the context within which my interest in problematic behaviours (and teachers' definition and management of them) has developed. The following section focuses on two central research questions. First, how do teachers define pupil problematic behaviours? Second, when confronted with problematic behaviours, how do teachers respond? The section will continue by reviewing the wider research context and key theoretical concepts.

Section 2

To understand the complex process of defining and managing behaviours termed problematic this section will consider not only how teachers categorise behaviours as problematic but also how they react to them. To achieve this, I will reconsider the evidence presented in the literature review (appendix A). Initial research questions will be outlined and considered within relevant research contexts and theoretical frameworks used in the analysis of teachers' approaches towards pupils' problematic behavior. There will therefore be consideration of existing literature, against which the outcomes of my own observations will be considered. The chapter will conclude with an outline of the subsequent chapters, thereby providing a coherent overview of the theoretical context, methods, data analysis and new theoretical inferences presented within this body of research.

To make sense of problematic behaviours, especially in relation to schools and teachers, the term 'behaviour' needs to be understood. Therefore, I first define the term behaviour and consider its origins. I then review how reality and rhetoric have shaped the way both school A and B define and approach problematic behaviour.

How is behaviour defined in the literature? Historical perspectives on pupil behaviour.

In-depth reading in this area has suggested that schools have historically managed pupil behaviours primarily through a biological lens. The following section will commence by setting out the biological theory for defining 'behaviours', focusing on how initial developmental stages led to certain understanding and definitions. It will consider the reported effects of the central nervous system and how these influence 'behaviour'. It will consider variables such as sex and medical conditions and will conclude by reviewing some of the educational literature relating to 'behaviours' stemming from the biological perspectives

Biological theory defines behaviour as 'an action that is displayed consciously or unconsciously, and is often judged in the context of 'normality' (also known as normalcy). A definition of 'normal behaviour', although difficult to define since it is a dynamic and contested concept, is best defined as 'behaviour' which conforms to the most common behaviour pattern in society (Durkheim, 1982). In contrast, abnormal or difficult behaviours can be best defined as 'actions which are exhibited by an individual or group which does not conform to the socially accepted norms in a specific environment (Durkheim, 1982). An example of 'abnormal or difficult behaviours' might include a range of behaviours from low level infractions such as an individual calling out in a didactic environment, to intentional physical actions and vandalism against property (Cole, 2004).

There are, of course, many factors which have shaped the possible disparities in framing of, and response towards, problematic behaviour understanding and possibly teacher tolerance of it. The process of defining and managing problematic behaviour has also been informed by social learning frameworks, evidenced by the way in which schools manage their pupils' behaviour (i.e., through the development of behaviour policies). Social learning frameworks dominate the way which both national and institutional governance define and manage problematic behaviour. For example, the DfE 'Behaviour and Discipline in Schools' guidance (2011) and more recent DfE (2015) 'New reforms raise standards and improve behaviour' policy both seek to raise behaviour standards through managing the environment and the ways in which schools adopt systems to manage pupils with problematic behaviour.

The review of the literature so far (including Appendix A) focused on biological and social theory as the main theoretical frameworks within which teachers defined and managed pupils' problematic behaviour. However, additional in-depth reading and evaluation of these theoretical frameworks raised concerns about their limitations in the context of both

defining the problematic behaviours and conceptualising teachers' attitudes towards them. In particular, it became apparent that neither biological nor social theoretical frameworks adequately accounted for the differences in the way in which each teacher responds to pupils' behaviour. Another key issue addressed in this study is the variability in perception and tolerance across different teachers towards potentially problematic behaviours. Indeed, this issue was recognised by the work of Fields (1986) and Merrett & Whelldall (1986, 1988) who noted that, although a pupil's action may be perceived as 'difficult behaviour', such categorisation may also depend on who sees it, where, when, why, to whom and so on. Therefore, it is necessary to consider other frameworks / approaches which might help us understand teachers' perceptions and actions more clearly.

The literature indicates the employment of behaviourist principles of reinforcement learning in schools (such as the use of rewards and sanctions to manage pupil behaviours). However, it is clear that biological theoretical frameworks were in operation too. For example, from my own personal professional observations and practice, there are suggestions that teachers' decision making concerning problematic behaviours might be framed in the context of their own personal knowledge and experiences. Therefore, the categorisation of a given behaviour, and the reaction to it, may differ across teachers and may also be inconsistent with policy. This, coupled with prior extensive reading conducted during the original literature review, suggests that a theoretical framework which teachers adopt when defining and managing pupils' problematic behaviour may not actually exist. It became clear, therefore, that the present study may have to consider adopting a grounded theory approach, given that a central theme of this research is the exploration of what influences teachers' decision making and the extent to which teachers are aware of these influences when defining and managing pupils' problematic behaviours.

Having provided a general definition of behaviour and covering some of the concepts and factors constituting problematic behaviour, it is now essential to understand how policy and current literature contribute to knowledge on behaviour in schools today.

Contextualising problematic behaviours in school: Contradictions between existing data sets

Figures extracted from the initial reviewed literature (DfE, *Permanent and Fixed Period Exclusions from Schools and Exclusions Appeals in England, 2008/09*) indicated that

almost 18,000 pupils were permanently excluded or suspended for 'violent conduct (1), with more than half of these exclusions being 'physical attacks', including violence to either members of staff or other pupils. In contrast, Ofsted findings from December 2011 stated that 92.3% of all schools' standards of 'behaviour' were judged 'Good or Outstanding'. A further 7.5% were judged 'Satisfactory' and less than one per cent (0.3%) were judged 'Inadequate' (Ofsted, 2012). Elsewhere, there is concern that teachers may not be receiving effective support in how to manage behaviour in the classroom. For example, over two fifths (41%) of teachers rated the training in managing pupil problematic behaviours during initial teacher training (ITT) as 'poor' or 'very poor' and three fifths (60%) also stated that they had not received any continuing professional development (CPD) relating to managing 'behaviour' (NFER, 2012). Acknowledgement of these statistics raises further questions, including identifying the cause of problematic behaviour and identifying how effective policy evolution has been in relation to those with differing educational needs.

Further figures taken from the Ofsted (2011) report also demonstrated that 93.9% of primary schools have 'Good or Outstanding' behaviours, compared to only 84.4% of secondary schools. Interestingly, data from the NFER (2012) study concluded that primary school teachers felt more positive about pupil behaviour compared to secondary colleagues. 22% of secondary teachers thought behaviours were 'very good' compared to 35% of primary teachers, raising the possible issue of tolerance linked to school phase (NFER, 2012). This was a crucial finding suggesting differences such as teacher perceptions and tolerances between school phases. This raises a key issue whereby the perceptions of problematic behaviours may differ between school phases or, indeed, the actual 'behaviours' may differ (DfE, 2013).

These statistics raise further questions such as influencing factors for problematic behaviour and how effective policy evolution has been in relation to those with differing educational needs. Figures indicated that 158,000 pupils currently in state-funded mainstream primary, secondary and special schools have a primary SEN requirement for behavioural, emotional and social difficulties (BESD) (DfE, 2011a). This raises a fundamental question for problematic behaviours to be better understood, especially in light of the recent rise in the enrolment and inclusive educational approach towards pupils with social and behavioural needs. Here figures indicate a 0.4% increase (1.7% 2004 to 2.1% 2011; DfES, 2004; DfE, 2011a), with 28.9% of the SEN population identified with a

1 physical and verbal behaviours

specific BESD need. Sex differences were also noted within the data, with 24.5 % boys listing BESD as their primary need on school action plus or statements. This compares to 26.9 % of girls with their primary SEN listing moderate learning difficulties (DfE, 2011a). For schools this means that pupil behaviour needs to be defined and managed by schools and primarily managed by their teachers. Based on this data alone there appears a need for teachers' definitions, understanding and management towards problematic behaviour to be critically analysed and better understood. Crucially, legislation concerning pupil 'behaviours' may present further issues for school leaders and teachers (Ofsted framework, 2011). Schools under the new Ofsted criteria will have to consider the new benchmarks (2), including 'pupils' behaviour towards, and respect for, other young people and adults'. Although the described 'benchmarks' do provide strategies and suggestions, such as detentions for managing behaviours like 'running in corridors', there still appears to be little or no consideration for the other factors which may influence 'behaviour' decision making. This may make consistency a potential issue. Ball (2012) noted that although behaviour management systems might be in place, there appears a 'distinct difference' between teacher interpretation and translation. It is this possible 'lack of correspondence and concordance' between teacher and the system for managing pupils' problematic behaviours' which is of interest to me. Although Ball (2012) goes into specific detail of reviewing teachers' enactments of policy this study aims to review the lens which teachers select when identifying and managing pupil problematic behaviour.

To understand how teachers identify and manage pupils' problematic behaviours it is crucial to review the nature / nurture debate.

2 Pupils' attitudes to learning and conduct in lessons and around the school

Pupils' ability to assess and manage risk appropriately and keep themselves safe

Pupils' attendance and punctuality at school and in lessons

Pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying.

Source: (2010 evaluation schedule, for use in pilot inspections in summer 2011 only)

Nature or Nurture: Factors that affect how teachers view problematic behaviour:
Biological interpretation of behaviour

A key issue presented in the literature is the link between problematic behaviour and sex differences. There appears to be limited acknowledgement of biological factors in identifying and managing problematic behaviours. The educational study conducted by Croll and Moses (1990) supports the notion that problematic behaviours are linked to sex. Their main objective was to observe classroom behaviours termed 'aggressive'. Interestingly, Croll's and Moses' main key finding identified a difference in presentation of behaviours between the sexes, especially those catalogued as 'aggressive or of a violent nature'. Boys were identified as more aggressive. Particularly interesting is how sex can influence certain types of behaviours. A similar study conducted by Dabbs and Morris (1990), which had a primary focus on male / female behaviours, found that males, who experience higher levels of testosterone, were more likely to commit behaviours described as 'aggressive in nature' than those typically found in females. However, Cairns *et al.* (1989) suggested that although males and females did not differ in their experiences of anger or aggression in different situations, they did differ in the behavioural expression of anger. It suggested that males tended to use more physical confrontational behaviours whereas females were more likely to use social structures such as alienation from the social setting.

A lack of focus by schools on physiological explanation for behaviours, especially those termed problematic, can pose issues (Sullivan, 2014). However, such evidence can challenge the thinking that biological explanations alone are the key determinant for problematic behaviour issues. In the majority of cases, other known causes provide answers for behaviour and the determinants for these (Long, 2000, pg.261).

Nurture: Learning theory

Another pertinent key consideration towards behaviour explanation is to review how the nurture side of the debate influences teachers' identification and management of behaviour. An alternative view of nature draws upon explanations of problematic behaviours that place social interaction and therefore, society, as key determinants (Sammons, 2012). It is also important to recognise how the learning theories, particularly behaviourism - a predecessor to social learning theory - has shaped the understanding of behaviours, given the strong behaviourist claim that all behaviour is a response to a

stimulus (Salmon, 2012). It is important to understand that problematic behaviour defined through this perspective is determined primarily by the environment which causes a response that is manifested in a particular way. The behaviourist approach is purely deterministic and generally reviewed within an artificial setting with control over objectivity and variables. This methodology may, therefore present drawbacks as the artificial setting does not reflect the real world.

Understanding the principles of behaviourism is essential when understanding how behaviours are shaped in a school setting. Behaviourism essentially proposes that problematic behaviour develops as a result of our observing what other people do, with learning defined simply as an acquisition of a new 'behaviour' (Wollard, 2010). Behaviourists regard all behaviour as a response to a stimulus. They assume that what we do is determined by the environment we are in, which provides stimuli to which we respond, and that it is experience of past environments which cause us to learn to respond to stimuli in particular ways (Sammons, 2012). Arguably, it is these factors such as place, personal values, individual characteristics and social inequalities (Sullivan 2014) that influence understanding and generate a lack of consensus for what constitutes a problem behaviour (Blandford, 1998).

Highlighted in the initial literature (Appendix A) review is the impact that social learning theory has on problematic behaviours and their understanding. Social learning theorists share many assumptions with behaviourists, particularly the belief that people are shaped in fundamental ways by their environment through the learning process (Bandura, 1977, pg.16). Social learning theorists acknowledge that classical and operant conditioning is important [features discussed in the literature review Appendix A]; however, a third learning process is added: observational learning. This process proposes that social environments are a particular influence on problematic behaviour. Such observational learning is also a key concept when attempting to identify social roles in schools. This is posited by Wragg (1984) who showed that others seem to learn from the behaviours of others, particularly the consequences of those 'behaviours'. Merrett and Wheldall (1992) also supported this view reporting that teachers can be influential agents in developing behaviour. Of interest here is that the communication strategies teachers choose to use can hold particular relevance, especially identification and management of problematic behaviours.

A review of the literature recognised two key theories: social and behaviourist approaches discussed above. However, it is important to recognise that as with any review of theory it is not that easy to associate problematic behaviour by simply dividing and subdividing

into theories and concepts. As can be seen there are no simple categories in which to singularly place problem behaviours without natural crossover. Rather, it is quite the opposite situation. As indicated, there appeared a distinct recognition of social factors, and indeed biological features factored widely within the sociological aspect in defining problematic behaviour. To simply separate them away from each other is fraught with difficulties.

English Policy making and behaviour

Based on my professional observation, schools have lots of policies in circulation, albeit of different status and reach (Ball, 2012). My professional experiences have seen me engage with safe guarding polices, health and safety, internet, uniform, school trips to name but a few. However, throughout my career behaviour polices have seen the most change. Even though historically behaviour and policy has reacted to suggestions which include the 1927 Child Guidance Council (which noted the need to encourage provisions for behavioural disturbances) the 2003 Green paper *Every Child Matters*, and the 2004 Children's Act, which recognised pupils' and problematic behaviours. It is not until key policies such as: Underwood (1958) and Warnock (1978) which started to recognise distinctions between behaviours and pupils. Underwood (1955) and later by Warnock (1978) suggested that '*behaviours cannot be seen in isolation*, Warnock noting '*social factors and involvements cannot be disassociated from 'behaviours'* (Warnock, 1978:30-31). Recognition of these factors, not seeing problematic behaviour in isolation or managed in isolation began to see problem behaviour move towards the teaching and learning forefront. Both Steer Reports (2005) and (2009) challenged this thinking further, recommending that 'behaviour' and pupils' experiencing, what was termed as '*behaviour issues*' to be viewed separately from other Special Educational Needs (SEN) groupings. Through his initial report '*Learning Behaviour*' (2005) Steer recommended that 'behaviour' needed to be defined through 'six core beliefs', including the core belief below:

'Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is the most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour' (Steer, 2005 pg.4)

It is the development of intelligent strategies to manage pupils' problematic behaviour to which this study aims to contribute. Steer recognises that in order for 'pupils to learn and

teachers to teach' behaviour, environments and effective management of them is essential. The report acknowledges that pockets of 'disruptive behaviour can cause problems for staff and schools. Reference was also made to patterns of 'behaviours' previously learnt, 'behaviours which manifest early in a pupil's career' and 'if not managed effectively will lead to exclusion' (Steer, 2005 pg.5). The report also stated that schools needed to 'identify those pupils who have learning and behavioural difficulties, or come from communities or homes that are in crisis, and agree with staff common ways of managing and meeting their particular needs'. This is a clear indication that problematic behaviour is to be managed and approached by schools and systems. This is important to note, as my research is interested in addressing the extent to which teachers in schools are not only enacting with policy but against what and why their espousal of pupils' behaviour is being framed.

An early writer, who identified the link between 'behaviour' and the system managing the 'behaviour', is Hargreaves (1975). His studies argued that behaviour was not always intrinsically linked to the learner. He noted that a possible lack of correspondence and concordance between the pupil and the system for managing problematic behaviours could be a factor in the cause of the behaviour. This view was supported by Fulcher (1989) who noted that problematic behaviours can be provoked by the demands for compliance from an unwilling pupil [which can be seen in me as an uncooperative pupil]. This suggests that irrespective of the systems in place to manage problematic behaviours, the overriding factor for any pupil action to be perceived as a problematic will depend on who sees it and how they see it. Watkins and Wagner (1987) argue that in practice, any definition, and subsequent interpretation of behaviour will, without doubt, reflect the beliefs and values of those members involved. This notion is supported by the work of Ball (2012) who identified different roles adopted by enactors. This study intends to build upon the findings of Ball. It aims to review teachers in practice, focusing on how teachers identify and manage pupils' problematic behaviours. It will achieve this by building upon known knowledge of *transactors and translators*; those middle level implementers: teachers (Coburn, 2005) who implement policy. It will move closer to understanding teachers' identification and management of pupils' behaviours by adopting a heuristic informed approach - understanding the lenses which teachers select to identify and manage pupils' problematic behaviour. It will add depth to literature which has already identified that policies are suffused with *emotions and psychosocial tensions* (Ball, 2012). To accomplish this, the study will 'delve deeper into teacher interpretation'

examining factors which shape the way by which teachers see pupils' problematic behaviours.

Introducing and critiquing key studies

An initial literature review was produced prior to the EdD research proposal being approved. This was a comprehensive review of the original literature (Appendix A), appertaining to the factors such the processes and influences that teachers adopt when identifying and managing pupil's problem behaviours. It investigated how teachers in school settings identify and manage problematic behaviour. Included in the published literature were key documents generated by the Department for Education Behaviour and Discipline in Schools' guidance (DfE,2011); influenced by the Education and Inspectors Act, (2006), School Standards Framework Act, (1998) NFER Teacher Voice Omnibus February 2012 survey: *Pupil Behaviour: Permanent and Fixed Period Exclusions from Schools and Exclusions Appeals in England, 2008/09.*

Additional influential literature has been reviewed, drawing particularly on the work of Ball (2011) who suggests links between policy and enactments within the secondary school setting. His work focused on reviewing four 'ordinary schools', producing a mainly qualitative case study data set. It focused on policy evolution, and teachers' enactment with policy. Ball's (2011) study had several pertinent links to my study, for example Ball's methodological approach: case study rich in narrative data informed this study's methodology. However, there are key differences, which include the selection of reviewed schools. This study focused on two schools with similar demographics (pupil numbers and socio-economic indicators such as provision of free school meals). Important to this study was the schools' location, being situated in the same locality and drawing from similar pupil catchments. In contrast, Ball's (2011) study selected four schools which were classed as free from 'restrictions or controls' such as denomination and pupil selection criteria (academic ability). Thus, Ball (2011) used a range of different socio-economic demographics with each school selected from a different socio-economic demographic: inner city London, London's fringe area and a country town. My study has intentionally selected two schools differing in their external (Ofsted) quality grading. School A was rated by Ofsted as 'Requiring Improvement', School B was judged as 'Good'. Again, this differs from Ball's (2011) study. His purposive school sample was based on the schools being defined as '*ordinary: not subject to any external interventions as a result of underperformance or being a start school*'. The study also included a cross section of local authorities, and school policies, not just problematic behaviours. The key findings

suggested using different visual artefacts to disseminate policy; it also introduced thinking of a particular '*kind of teacher*' and '*ideal learners*' thus *good schools*. The present study intends to build upon Balls findings by further examining *kinds or types* of teachers and settings and how this may influence or impact on teachers and their decision making when identifying and managing pupils' problematic behaviours. It will focus specifically on one type of policy: behaviour, specifically reviewing teacher enactment and espousal when identifying and managing problematic behaviour.

Recent additional literature included the DfE's (2015) 'New reforms raise standards and improve behaviour' part of 'School behaviour and attendance policy' which sought to raise standards. This policy was important as it introduced new measures available to schools to manage problematic behaviours including the development of a 'behaviour task force' led by Tom Bennett. This strategy involved developing '*better training for new teachers on how to tackle behaviour*' and a continuing effort to '*push the aspirations of young people*' (DfE,2015, pp105). Important to note is the Department for Education's press release citing that the Education Secretary, Nicky Morgan, will 'provide teachers with the '*training they need to tackle low-level bad behaviour which unfairly disrupts pupils' learning*'. Within this new report, Ofsted defined certain 'bad behaviours' which were seen to '*take up teachers' time*'. The report included problem behaviours such as '*swinging on chairs, playing on mobile phones and silly comments to get attention*'. This report provided the backdrop to review what teachers in the selected schools identified as problematic for them. This is an important feature to explore: even though the report acknowledged factors which constitute a 'bad' or problematic behaviour, again there was no suggestion on how best to manage these behaviours, with only brief reference to 'showcase schools', or to the 'Head Teacher' visiting classrooms in order to highlight '*good behaviour or flagging inappropriate behaviour*'. Indeed, when reviewing the most recent government legislation towards problematic pupil behaviours it is clear that the successful management of behaviour is still placed as a school owned issue. However, even though it recognises the importance of schools managing pupils' problematic behaviours it is very clear throughout the literature that consistent definition of what consisted a problematic behaviour did not exist.

The initial review of literature revealed brief described 'benchmarks' promoting limited strategies to identify characteristics of certain behaviours, such as running in corridors. Nevertheless, stemming from Steers recognition back in 2005, there still appears to be

little or no consideration of the other factors which may influence 'behaviour' decision making, such as who sees the behaviour and where it is seen (Watkins and Wagner, 1997), making consistency a potential issue. The original literature reaffirmed a lack of published guidance on how teachers should respond to problematic behaviours. Watkins and Wagner's (1997) '*School Discipline Study*' identified issues surrounding definitive definitions and examples of behaviour termed problematic. Consideration of this study undertaken during the initial literature review suggested that the individuals' perceptions and interpretations of what defines 'behaviour' and 'difficult behaviours' often differs from each other, with no real consensus when defining them. Anderton (2010) also noted that 'although systems maybe in place, they often appear to be 'misunderstood or misinterpreted' by many. Therefore, it is the intention of this study to understand the factors which may shape how teachers identify and manage behaviours. It will review the lens teachers select when identifying a problematic behaviour and what factors underpin the decision making process.

It is important to note that problematic behaviours may not always link directly to the pupil. Hargreaves (1975) argued that 'behaviour was not always intrinsically linked to learner'. It is this possible 'lack of correspondence and concordance' between the pupil and the system for managing 'behaviours' that could conceivably be a contributing factor to the cause of 'behaviours'. Hence, it can be argued that knowledge towards problematic behaviour and how teachers identify and manage it is also a key area requiring further discussion (Garner, 2000). This is supported by Poulou (2014) whose study reviewed the effects of students' emotional and behavioural difficulties of teacher-pupil interactions. Poulou's study focused on assessing significant qualities of classroom interactions establishing a link between environmental properties and pupils' behaviour. Although her study was mainly quantitative, examining 962 participant teachers and pupils using a questionnaire to measure pupil's perceptions towards teachers' actions confined to the classroom, the findings were still of interest. Poulou highlighted the need for positive teacher / pupil relations, linking this to lower episodes of emotional and behavioural difficulties. Additional interest focused on the pupils' task, and that pupils' display of problematic behaviours is greatly reduced when pupils take control of their own learning tasks.

This study aimed to expand on Poulou's observations by reviewing other environments factors and their influence on teacher identification and management towards pupils'

problematic behaviour. For example, do both teachers and pupils behave differently in different settings, such as the corridor during change of lesson? In essence do teacher / pupil relations differ when environmental settings alter: does this influence teachers' behaviour decision making?

The recent movement towards 'behaviours', schools and teacher accountability also raises some interesting questions. As seen in the reviewed literature and at the beginning of this chapter, although behaviour has been seen as a potential limitation in schools and classrooms, difficulties presented towards consistencies and 'behaviours', especially those deemed 'difficult' appears to be an ever growing concern. (Steer, 2009, Ofsted 2010, NFER, 2012). However, of particular interest to this study reinforced by NFER findings, is the disparity between school phases and teachers' definition and management of problematic behaviours. This was apparent in Ball's (2011) report and within Steers findings (2005,2009) which conclude that teachers from different school phases do not appear to operate the same principles towards 'behaviours' (Ball, 2011) and (NFER, 2012). Therefore, any definition and subsequent interpretation towards 'behaviours' and 'difficult behaviour' will, without doubt, reflect the beliefs and values of those members involved and, also to a greater or lesser degree, influence those identified 'inconsistencies' (Watkins and Wagner, 1987). For example, Watkins and Wagner, 2000, cited in Wearmouth, 2005, (p.26) identified a range of identifying factors, such as environmental factors influencing decision making and the impact of sex on 'behaviours'. They further describe how emotional charged language is often used in association with behaviour descriptors, with teachers often linking 'behaviours' to their own personal expectations and experiences, as teachers are surrounded by different kinds of explanations for 'behaviours' (Watkins and Wagner, 2000), and conceptualising approaches in managing 'behaviours' depends heavily on the way human behaviour and learning is understood. Whilst there is acknowledgment that some explanations may be more productive than others, with certain combinations and assumptions holding much more prominence than others, there still seems to be uncertainty especially in practice as to how these behaviours are 'consistently defined'. (Wearmouth, 2005). There is also considerable research evidence to suggest that how teachers conceptualise the causes of 'behaviours' is heavily based on their own personal emotional and cognitive responses (Poulou and Norwich, 2002). Poulou and Norwich also claimed that teachers' feelings can influence the way 'behaviours' are seen, noting that the 'link between teachers' thought and actions cannot be viewed as neutral and devoid of emotions and feelings' (ibid., pp.111-112). They also noted that pupils can be very receptive or sensitive to teachers'

feelings about a given behaviour or situation, and are therefore likely to be affected by them.

Recognition of these factors brings two key questions to the forefront: how teachers perceive 'behaviours' in relation to their own environment and how teachers use voice and language to convey feelings towards 'behaviours'. Watkins and Wagner (2000) and Miller (2003) are among the growing theorists for whom this is an area also of particular interest. It was initially the work of Miller (2003) who noted a number of possible common explanations by people of authority, that many pupils may have encountered when being verbally identified as displaying 'behaviours'. Miller highlighted teachers' use of language such as 'They're that sort of person, not very bright or from a difficult neighbourhood' (Miller, 2000, p.3) when describing 'behaviours'. It is argued that these statements especially '*that sort of person*', '*not very bright*' can often evoke a classical deficit model, identifying problems within that certain individual ignoring circumstance or situations Kauffman (1999). This raises further questions for the study; what is viewed as unacceptable by one may be interpreted very differently by another.

Following a similar debate about behaviour and teacher interpretations is the work of Sullivan *et al.* (2014). These authors conducted a report into the extent to which pupil behaviour is a concern for teachers in school. The study incorporated a web based questionnaire sent out to teacher and school leaders. Teachers were asked to identify a range of pupil behaviours which they had observed during the week prior to completing the questionnaire. The questionnaire was pre populated with a range of listed behaviours taken from the Discipline in Schools Questionnaire (DiSQ), (Adey *et al.*, 1991). The data was collected over a five-month period, accessing a range of school settings from Reception to Year 12 teachers. The mainly quantitative data set revealed the method teachers adopt when they accessed their behaviour policy. The authors were interested in identifying frequencies for certain types of behaviours: non-violent [noted as low level] and violent [pupils displaying 'physical' problematic behaviours towards teachers]. However, as I was interested in teachers enacted responses and espousal towards pupils' problematic behaviours it was necessary to identify the types of behaviours which teachers view as problematic; therefore, I rejected the method of providing types for the teachers, choosing a range of semi structured interviews and observations to gather the data. This study focused on initial key questions presented in Sullivan *et al.* (2014), and the analysis of behaviours and their co-existence with other factors such as physical environment and teacher characteristics. Therefore, I used a case study approach with an emphasis on establishing a comprehensive and detailed dataset from which I can

draw valid and informative inferences. Although Sullivan et al. explored other factors which may influence pupils' behaviours, their study focused only in the classroom, examining the possible causes for pupils and problematic behaviour with reference to Conway's (2012) adapted ecological model of the classroom. The present study differed from this approach by examining teachers' not pupils' identification and management of pupil problematic behaviours in a school's ecosystem.

Introducing the Study

The initial literature review identified the need to investigate how teachers 'saw' pupil behaviours. To this end research aims were developed in order to investigate how teachers identify and manage pupils' problematic behaviours.

In order to investigate the aims and objectives set out earlier, this study took place in two demographically similar secondary schools.

Participant schools: Rationale for selection: School A and School B

- a) Similar statistical data -NOR, SEN and deprivation indicators,
- b) Ofsted Behaviour recordings for School A 'Good' and School B 'Requiring improvement'.

The two proposed participant schools are located in neighbouring wards of the city (see table 1.1 below). School A is a Co-operative Trust School sharing a learning partnership with a local group of schools. Their unique collaboration is based on Trust for Innovative Learning and Training (TILT), for which the primary aim is to improve training opportunities in schools for their young people. School B is not affiliated to any other external body and is directly funded by central government through the local authority (LA). Free school meal data also showed both schools have broadly similar percentages of disadvantage learners, an additional crucial factor when investigating whether socio-economic factors impact upon 'behaviours' (Swinson and Harrop, 2009). The ratio between pupil numbers and teachers are also relatively equal suggesting equal class sizes and adequate subject specialist coverage. The number of recorded five A* to C GCSEs (2012) including Maths and English is comparable, both schools performing above the expected government target (51 and 53% respectively, 2012). Both share numbers of English as additional language (EAL) pupils that are below national average and attendance is not defined as a key issue for either school.

However, of considerable importance to the study is the external regulatory body (Ofsted) and its 'Behaviour' judgements for the two schools. Ofsted's inspection cycle (2011) rated School A's overall effectiveness and performance as 'Good', School B's judgement category highlighted an overall 'requiring improvement'. This external judgement is important as an indication of the standards required by schools.

Ofsted's individual judgement on whole school 'behaviour' is also a key concern for this research. Under their new regulatory framework, the decisions made in relation to behaviours can limit a school's overall effectiveness and performance judgement. School A's behaviour report demonstrated effective management of pupil behaviours. However, School B's report cited behaviour as an area which 'required improvement'. Clearly, their findings are crucial as an indication of how behaviours are observed and managed by the participant schools. This is compounded further by the two schools' data for pupil demographics. The number of SEN pupils in School A is nearly double that of School B. Data from 2012 key stage four cohorts (14-16) observed an 8% difference between the two schools. This obviously raises interest especially as School A also has higher numbers of BESD learners. Understanding how school A differs to School B in its approach to behaviour and its management may provide a valuable contribution towards understanding behaviours and the way they are perceived and interpreted.

Table 1.1. Participant Secondary School data: 2012 (end of KS4) Performance Table

<u>School</u>	<u>Nor</u>	<u>%disadvantaged pupils –KS4 2012</u>	<u>% SEN- end of KS4 2012</u>	<u>Ofsted Grade</u>	<u>5- A*-C 2012</u>	<u>Poverty indicator</u> 1) proportion of working population in receipt of out of work benefits 2) (Rank 1=highest) work benefits (poverty.co.uk,2010)
School A	759	34	17	2011-2 overall good Behaviour- good	51	1)19.8% 2)1916
School B	914	31	9	2012- 3 satisfactory no longer in special measures Behaviour 3-requires improvement	54	1)17.3% 2)2667

Rationale: Participant Teachers: School A and B

Three teachers from each school participated in the research. These teachers were selected according to the criteria outlined below (see Table 1.2). Selection was based on factors such as length of service and additional responsibilities, e.g., newly qualified

teacher (NQT), Head of Department who has management responsibility (TLR) and a long serving teacher minus leadership responsibility (no TLR). There was also an attempt to have a mix of genders and subject areas (e.g., practical and theoretical/ academic) across the six participant teachers. This helped to ensure a broad cross section of teachers. However, a key criterion for teacher selection was a common teaching group identified by the Head and SLT during visit 1 (see table 1.2) with ‘problematic’ behaviours.

Table 1.2. Methods of Investigation for Teacher Sample selection

<u>Criteria for selecting teacher sample</u>	<u>Value to Research</u>
Gender	Evaluate types and teacher responses towards behaviours
Experience of whole school teaching	Investigate decision making factors such as tolerance and expectations, reviewing factors such as year group influencing decision makings
Subject	Investigate the impact of practical and theoretical subject areas and teacher decision making
Experience- NQT, Middle leader, Long serving	Comparing factors such as time, experience and school responsibility and behaviours

The planned data collection consisted of approximately four sessions per school. The first session was a whole school questionnaire, asking all members of staff to identify and define problematic behaviours. The second visit was a semi structured observational ‘shadowing’ the participant teachers (8am-12pm). It aimed to observe the participant teachers in their day to day natural setting, gaining access to the lesson and building trust. Following session one a highly structured video capture previously agreed, occurred in session two. Video recordings of lessons was already being used routinely within the schools as a method for sharing good practice. These videos allowed an unfiltered observation of the lesson, viewing teacher language and their application of the school reward/ sanctions processes. Two cameras were used to observe different parts of the classroom, which also overcame unintentional blocks to the camera. One factor to

consider was the recording of facial expressions and the problem of reactivity to the camera for both participant pupils and teacher. Immediately following the video capture, a reflective journal was completed by the participant teacher collecting his/her viewpoint of the lesson and other factors contributing to their evaluation.

The final session was a semi structured interview conducted with the participant teacher to discuss the observed lesson. The primary aim was to discuss the video comparing their findings to my findings, discussing the influences for their decision making (heuristic). The field notes conducted during the visits were also discussed and analysed to compare other factors and their influences.

Rationale: Group selection

The current literature suggested that the most appropriate participant group would be a year seven or eight group with no other inclusion/exclusion criteria based on key indicators such as deprived background, gender, or low/ high attainment data. This is based on teacher feedback and transition literature, which suggests that these pupils will have minimal or no preconceived problematic behaviours which may influence teachers' definitions and management (Cole, 2004). It was essential to observe the pupil participant group in the early stages of primary to secondary transition. This decision was made to limit events such as pupils being influenced by their previous school experiences or other external factors.

The selected transition group of year seven pupils was also supported by NFER (2012) data which indicates that secondary school teachers were more likely to state that problematic behaviours seen in year seven pupils were of 'growing concern', in comparison to their primary colleagues. Secondary curriculum also noted chronology, based on the evolution of the 'compressed curriculum' which has seen schools lower the age with which pupils commence GCSE studies. In response to the introduction of the new examination systems, in which there has been a return to a linear examination system and the introduction of Progress 8 (limiting the amount of Btecs and GCSEs one student can undertake to a total of eight) schools have been required to 'radically redefine their behaviour systems (Ofqual, 2015)

Thesis contribution

The study provides a 'close up' insight into the factors which contribute to teacher decision making around the identification and management of pupils' problematic behaviours in schools.

This study develops an original approach to theorising how teachers identify and manage pupils' problematic behaviours. This highlights a possible tension between, on the one hand, the existence of school behaviour policies and the formal, school-level recording of instances of problematic behaviour, and, on the other hand, teachers' own decision-making processes in practice. This study contributes a set of empirically derived, decision-making lenses that teachers adopt when making decisions about both what counts as a problematic behaviour and how those behaviours should be responded to. These theoretical lenses were developed through the analysis of rich, in-depth, qualitative data, which were generated by conducting research with teachers in situ in their teaching environments. I see the reporting of this type of 'close-up' research as necessary in order to provide the reader with important contextual data to situate the findings.

In relation to teachers' identification and management of pupils' problematic behaviour practice an overarching claim that can be drawn from this research is the incongruence between teachers' enacted and espousal actions towards pupils and their problematic behaviours. This could provide an important foundation for the reflective practice of practitioners.

I will use the outcomes from this research to inform my practice as a senior school leader. I will disseminate my findings to the wider education community through both academic and professional conferences relating to behaviour management. There will also be the submission of articles for publication in appropriate journals, articles and training material. Furthermore, the findings in this thesis could be used to contribute to the ongoing professional development of teachers in relation to issues of behaviour. The theoretical behaviour lenses could be adapted to help teachers and schools reflect deeply on their policies and practices to better understand pupil behaviours and the role of the teacher.

I will also disseminate my findings to the wider education community through both academic and professional conferences relating to behaviour management. There will also be the submission of articles for publication in appropriate journals, articles and training material.

Structure of the Thesis

The remaining chapters will be organised as follows:

Chapter Two provides an overview of the research methods used. It begins by outlining the ontology and epistemological positioning of the research endeavour, before presenting the research design. My role as a researcher in the generation of data is considered and the research methods used reflect my position within the data generation. This is highlighted by a method which comprised of a qualitative study, enabling me to get close to the phenomenon of the research.

Chapter Three presents the six teacher participants as mini, individual case studies. The schools which the participants worked in were also carefully selected. Chapter three also presents the participants' schools which enabled the researcher to review teachers and their behaviour decision making. Chapter three shows the results of the heuristic informed methodology, presenting the teachers thinking and every day behaviour decision-making and actions.

Chapter four begins the final steps of the journey directing focus more sharply towards the identified lens which framed the teacher's responses towards behaviour. It identified congruence between teachers' espoused and enacted viewpoint concerning behaviour.

Chapter five develops a more in-depth analysis of teachers and the factors influencing their decision making, drawing together the threads presented in chapters three and four. Chapter five also focuses on the discussion, reflecting on the findings and considering the extent to whether or not the research questions have been answered. It includes conclusions drawn out from the research, how successful the research has been in relation to new knowledge and where the research may lend itself in terms of policy and practice, while also addressing the 'where to now' question. Alternative, creative ways of framing and understanding behaviour are presented on the basis of this body of research, with reference the adoption of different lenses. Finally, some of the developing projects for school leaders and teachers faced with pupil problematic behaviour are considered, including projects such as 'Project 27' training for school leaders and teachers on behaviour, and 'Six towns': 'Postcode 27'- a programme designed to identify and predict gang membership for young people demonstrating anti-social behaviour.

As a final note, throughout this thesis recent and emerging research is integrated in the relevant chapters, ensuring a congruent link between the previous reviewed literature, any new developments and the positive impact my own project can offer the research community and wider educational sector.

Chapter Two

Methodology and research design

Chapter Two provides an overview of methods and research design employed in this study. I begin by restating the research objectives before outlining the underpinning research methodology and discussing the specific methods used to generate and analyse the data. All the data for this thesis were collected between September and December 2013. The Ofsted documents for school A and B were conducted in the academic year of 2012.

Research aims

This study aims to better understand how individual teachers identify and manage pupils' problematic behaviour. In order to meet this overarching aim I developed the following main research aims:

1. How teachers define 'problematic' classroom behaviours and their reasons for this.
2. How teachers respond to such 'problematic' behaviours in classroom settings.
3. The extent to which teachers reflect upon such 'problematic' behaviours and the impact their responses have on the learners previously identified as exhibiting 'problematic' behaviours.

The above aims framed my approach to investigating the heuristics that teachers employ when identifying and managing pupils' problematic behaviours. In order to conduct research effectively in this area a qualitative approach was deemed appropriate as this encourages a thorough and comprehensive means for understanding individual perceptions and responses of pupil behaviour. Thus, with this approach, I was able to develop in-depth understandings of real people in real situations (Cohen, Manion and Morrison, 2011).

Methodological position

This research takes an anti-positivist approach and is interpretive in stance. Therefore, the research design comprised methods that allowed the production of detailed narrative accounts of teachers' practice and their reflections on practice in relation to pupils' problematic behaviours. According to Glaser and Strauss (2011) social behaviour is emergent and contingent upon the particular characteristics of a given situation.

Therefore, I wanted to employ research methods to investigate how pupils' problematic behaviours are identified and experienced by teachers as directly as possible. It was important to acknowledge and recognise how my own position might influence the research; as such the research design was carefully considered and demonstrated that I had been reflexive and was able to challenge my own assumptions. Thus, through immersing myself within each research sites it became necessary, as researcher practitioner, to challenge my own perceptions towards pupils' behaviours.

The need to demonstrate transparency in research design decision making is important to communicate validity. As the research focused on teachers' identification and management of behaviours, it was necessary to view the world using an inductive stance. It was necessary to move away from specific observations and measures [deductive stance] to broader generalisations and theories when seeking to detect patterns of teachers' and their pupil behaviour decision making. Therefore, an inductive stance was the most appropriate as, by its very nature; it is more open-ended and exploratory, especially at the beginning.

Accordingly, the most appropriate method for conducting this research was through a case study design. This research produced case studies on two levels: firstly, two distinct school case studies (School A and School B) and secondly, six teacher participant case studies (three in School A and three School B). Developing a case study approach each school and teacher participant underpinned the production of a rich dataset (Yin 2008). The appropriateness of a case study is further supported by Sturman (1999, p.103) who argues that a distinguishing feature of case studies is that the human systems have a '*wholeness*' or *integrity* to them rather than them being a '*loose connection of traits*'. Verschuren (2003) also argues that the researcher is an integral part of the case, 'bringing their personality to the research'. In addition, I felt there was a need to conduct the research as 'holism'; conducting the research as a *single unit of analysis*: school, teachers and themes. However, reflecting on Nisbet and Watt's (1984) claims about the strengths and weaknesses of a case study, it is important to consider that case study findings may not be generalisable to other contexts.

To address issues of small sample size it is perhaps more appropriate to aim for analytical generalization (Yin, 2009). Yin argues that concern is not so much over having a representative sample so much as its ability to contribute to the expansion and generalisation of a broader theory which can help others to understand other similar cases or situations. Although I only involved six participants in my research sample (each teacher was developed into case study, as described in Chapter Three), I ensured that

each participant met a range of characteristics: gender, subject, time spent teaching, etc. to meet Verschuren's (2003) criteria for ensuring a small number of cases which embrace a high number of variables so as to allow generalization to take place on some level.

Yin's (1994) classification of case study types identifies three types: descriptive (narrative accounts), interpretive (developing conceptual categories in order to examine initial assumptions) and evaluative (explaining and judging). This research develops six initial interpretive teacher participant case studies in Chapter Three and develops broader themes and inferences in Chapter Four.

To ensure that the methodology represented a true reflection of the teachers and school setting a mixture of qualitative methods were used. This complemented my epistemology as I wanted the respondents to reveal their everyday activities and allowed the researcher to get an in depth account of the respondents' feelings and perceptions.

Selecting the school sample (Phase 1)

The research required teachers to engage with their habitual school settings in order to achieve an understanding of behaviour identification and management in situ. The research began by selecting two case study schools according to statistical demographic data, such as number of pupils and poverty indicators (unemployment, free school meals). Six teacher participants would later be recruited.

The schools' Ofsted behaviour recordings were the only indicators which differed: one school was rated as 'good' and the other 'requiring improvement'. This was necessary to discern whether teachers viewed behaviour differently. Based on this selection criterion two schools were identified (see Table 2.1). The two schools were comparable in terms of the number of teachers and pupils and percentages of pupils with special educational needs. Deprivation indicators, such as free school meals and pupil premium figures were also similar.

Table 2.1. School Sample Performance data 2012 (end of KS4); collected Sept 14

<u>School</u>	<u>Nor</u>	<u>%disadvantaged pupils –KS4 2012</u>	<u>% SEN- end of KS4 2012</u>	<u>Ofsted Grade</u>	<u>5- A*-C 2012</u>	<u>Poverty indicator</u> 1) proportion of working population in receipt of out of work benefits 2) (Rank 1=highest) (poverty.co.uk,2010)
School A	759	34	17	2011-2 overall good Behaviour- good	51	1)19.8% 2)1916
School B	914	31	9	2012- 3 satisfactory no longer in special measures Behaviour 3- requires improvement	54	1)17.3% 2) 2667

The two sample schools were located in neighbouring wards in one city. This, along with the school data in Table 2.1, would ensure that any difference in approach to the management of problematic behaviours by teachers in the different schools was less likely to be based on socio-economic factors alone (Swinson & Harrop, 2009). The ratio between pupil numbers and teachers was relatively equal, ensuring class sizes were also comparable between the two schools. The number of recorded five A* to C GCSEs (2012) including Maths and English was comparable, with both schools performing above the expected government target (51% and 54% respectively, 2012). Both schools had numbers of pupils with English as an additional language (EAL) below the national average. Attendance was not identified as a key issue for either school. However, of considerable importance to the selection of the school sample was the behavioural judgment given to the two schools by the external regulatory body, Ofsted.³ Ofsted rated School A's overall effectiveness and performance as 'Good', School B was rated as 'requiring improvement'.

Under Ofsted's regulatory framework the decisions made in relation to pupil behaviours can limit a school's overall effectiveness and performance judgement. Clearly, the Ofsted findings are an indication of how behaviours were observed and managed by the two schools. This is compounded further by the two schools' data for pupil demographics. SEN pupils in School A is nearly double that of School B. Data from 2012 key stage four cohorts observed an 8% difference between the two schools. This obviously raises interest especially as School A also has higher numbers of learners with behavioural, emotional, and social difficulties (BESDs). Understanding how school A differs from School B in its approaches to behaviour and its management may provide a valuable contribution towards understanding behaviours and the way they are perceived and interpreted.

It is important to assess how schools put theory and policy into practice. Therefore, the next section outlines the reviewed schools' behaviour management policies.

School A and School B behaviour policies

School A and School B behaviour policies are linked to pupils' attitudes towards learning. Both schools operate behaviour policies which see behaviour and learning as key elements. For example, School A implements an 'attitude towards learning' policy and School B implements a 'behaviour for learning policy'. These provide examples of what

³ Office for Standards in Education An official body which regularly inspects all the schools in England which are mainly or wholly state funded. Ofsted inspectors produce education reports which are meant to improve standards of achievement and quality of education, provide public reporting and information. Schools are judged using categories 1-4: 1 being Outstanding, 2- Good, 3 Requiring improvement and 4 inadequate. A score of 3 or 4 will automatically require external intervention strategies.

teachers should define as a 'problematic behaviour'. Examples include clear behaviour expectations such as 'lack of equipment', 'failure to follow teaching and learning instruction'. The policies highlight suggested strategies to manage identified problematic behaviours by scoring the pupils' problematic behaviours with levels or action points'. For example, all pupils start the lesson with good [2] moving up [1, excellent] or down [3, satisfactory or 4, unacceptable] depending on the teachers' identification and management towards the pupils' behaviour. Achieving a common set of goals for encouraging appropriate 'behaviour for learning' has thus become a central and organising policy initiative in schools (Ball, 2012). With respect to the current study, both School A and School B policies incorporate rewards and sanctions operated by the school. Points were issued by teachers based on the severity of the problematic behaviour observed.

Initial engagement: developing the school contexts

The first stage of the research, following on from the completion of ethical consent procedures, was to develop a programme of initial data collection (Table 2.2) to capture information about both schools' definitions of and approaches towards the management of pupils' problematic behaviours.

Through this process of observation there were opportunities for all to engage in an active process of inquiry. The starting point for this inquiry was to operate the distinctive principles regarding what is meant by the collection of data grounded in people's experiences. The main aim of this part of the research was to reveal the participants' perspectives on behaviour. The collected data was qualitative in nature, triangulated using peer evaluation, respondent validation and reflexivity. I decided a qualitative approach as opposed to quantitative methods would be suited to analyse content, as there was a need to build knowledge of a reality that exists beyond the human mind (Weber, 2004). The aim was to understand the perceptions individuals have of their own experiences and how these inform and shape their interaction with their world. I constructed a questionnaire to collect initial data from all the teachers in both schools. The aim was to generate an initial broad picture of the teachers' definitions of and approaches to problematic behaviours in schools, before narrowing the sample down to three teacher case studies in each school. The sample initially included four participants from each school, but, as discussed below, two teachers withdrew from the study prior to observations).

Data Generation- (Phases 1 to 3)

To capture the data collection (see Table 2.2) I decided to break the data collection down into phases and emailed to the selected schools prior to the first visit. This helped the schools to view their commitment and assist in scheduling the requirements of the research into their busy school calendar. Each of the three phases is detailed in Table 2.2 below, providing a thorough account of the steps to gain an insight into how teachers define and manage pupils' problematic behaviours.

Table 2.2. Proposed data collection schedule provided to the Head and participant teachers.

<u>OBJECTIVE</u>	<u>DATA SOURCE</u>	<u>RESEARCH TOOLS</u>
<p><u>PHASE 1</u></p> <p>1. To identify how teachers define problematic classroom behaviours and explore their reasons for this.</p> <p>a) What is the impact of the Socio-economic indicators of the school on how teachers define behaviour?</p> <p>b) What is the impact of teacher personal characteristics, in terms of gender, length of experience, subject, and age on how behaviours are defined?</p> <p>c) What is the impact of the external / internal regulatory frameworks/constraints such as behaviour policy, Ofsted, external examination Awarding bodies on the definition of behaviour?</p>	<p>School website (behaviour policy) Ofsted Report.</p> <p>LA target on exclusions.</p> <p>Year group data, Free school meals, deprivation indicators, local Economic data- Wards-employment data, housing figures.</p> <p>School and Teacher data</p> <p>CPD staff training; formal training (GTP; PGCE); age of entry to teaching; length of service; gender; subject expertise</p> <p>Regulatory bodies - Ofsted publication, behaviour policy/ Union recommendations.</p>	<p>School Development Plan</p> <p>Background information - website</p> <p>School Behaviour policy</p> <p>Recent Ofsted Report.</p> <p>No. of Exclusions and referrals to Behaviour officer and or Alternative provision/ strategies- whole school figures PLUS year group analysed</p> <p>No. of teaching staff on role</p> <p>List of whole school CPD behaviour intervention focus</p> <p>teachers personal cpd</p> <p>Review Ofsted and 2010 White paper and Behaviour policy, teacher questionnaire, interviews, lesson obs-joint and video</p>

<p><u>PHASE 2</u></p> <p>2. To understand how teachers respond to those behaviours in a classroom setting.</p> <ul style="list-style-type: none"> a) What types of nonverbal and verbal communications do they use and why? b) What sanctions/ rewards do they use and why? c) To what extent do teachers utilise the classroom environment to respond to behaviours? d) How and when do teachers use intra, inter and extra in the management of behaviours? e) What Heuristics do teachers employ and how do they affect decision making? 	<p>School infra structures responsible for managing behaviours- i.e. Deputy Head. Head of year/ House</p> <p>Behaviour Data generated from the school monitoring sources i.e. SIMS</p> <p>Teachers- Exploration of non-verbal communication- Dress, Hand gestures, Body stance, Eye contact.</p> <p>Verbal communication- Tone of voice, use wording emotionally charged, stereotyping language and phrases.</p> <p>Class room observations -Environment- Classroom displays and seating plan. Teacher Interview-Use of Sanctions/ rewards lesson observations, interview</p>	<p>Discussion with S and Head- Holden or J to define whole school behaviour approaches/ trends</p> <p>Whole school Questionnaire to suggested categories of respondents- NQT, middle leader -Head of dept. head of year and long serving teacher</p> <p>Teacher Observation to observe approaches</p> <p>Maybe review 2 groups of students- comparison groups. -</p> <p>Observation tool to review language, dialogue- open closed body language video recording for feedback</p> <p>Completion of teacher journals, Diaries</p> <p>Document analysis -Quants data generated from behaviour recording logs.</p> <p>Observation tools- tick sheet, verbal feedback, Video and audio recordings of lesson. As above + photographic evidence of environment</p> <p>Agreed lesson observations Interviews and discussion of reflective journals, videos or audio recordings to highlight observations such as use of emotionally charged language, factors influencing decision making</p>
<p><u>PHASE 3</u> To examine the extent to which teachers reflect upon behaviours and consider the possible impacts their responses to behaviours have on the learners, as part of their normal behaviour</p>	<p>Interview</p>	<p>Respondent Interview, Evaluation questionnaire developed form discussion and reflection following video analysis, journal reflective diary</p>

Phase one

Having made the decision to conduct research in two schools, an initial visit to both schools was made. Each Head Teacher was approached, and consent / consultation of the proposed enquiry agreed. (Appendix B and D). This visit also confirmed each of the proposed teacher respondent's participation in the study and gathered the Heads' point of view on behaviour in general. Key questions discussed during this visit also included ascertaining whether the school staff think there are particular groups of learners that are difficult to manage. This was of interest as it helped to gauge school and staff insight into pupil behaviour.

Setting the scene: Initial visits to the research schools prior to meeting the research participants

During the initial school visit, time was set aside to talk through the research schedule (see Table 2.2) and to speak to each school's data manager and Assistant Head (in relation to whole school behaviour). Accessing people in these key positions allowed for discussions on the proposed teachers' behaviour profile data, identifying possible participant teachers to join the study and gathering knowledge of the school operations and systems for behaviour management. This helped to secure tangible data confirming Yin's (2009) suggestion requiring two sets of concrete data.

The planned data collection consisted of approximately three sessions per school. Visit one was conducted outside of school hours thereby limited the impact on both the school and teachers' work activities. This visit also provided the opportunity to acquire consent from all involved in the study and to explain the outline of the research enquiry and intentions in more detail. At the end of this initial visit I left the questionnaires and instructions with a link member from the school (the Head Teacher). Bryman and Bell (2007, p.444) reflect on the difficulty of gaining access to organisations for primary research, and that often a lengthy, formal process is required in order for researchers to achieve the access required. However, they also cite Buchanan, Boddy and McCalman (1988), who advocate an opportunistic approach towards fieldwork in organisations, and who also emphasise the importance of relationships with 'gatekeepers'. The initial gatekeeper was the Head Teacher. It was not only essential to maintain the confidence of the Head Teacher, as he/she was consenting to their staff engaging in the research, but for the respondent teachers to see that it was their voice that was of interest; i.e., the way which they defined and managed pupils' problematic behaviours. Hence, each phase of the research engaged with various gatekeepers. Initial contact with the school and broad decisions and oversight of the initial questionnaire questions involved the Head Teacher.

This enabled myself and the school staff to be confident that the study would not operate covertly, and ensured respect and acknowledgement of the potentially sensitive nature of this work.

The Tools : questionnaire

The structure of the questionnaire for all teachers needed to be constructed in simple non-ambiguous language using Likert scale measurement and open ended questions. The decision for this approach was based around there general reliability, although it can be argued that this method of construction does not allow the respondent a metric or interval measure and lacks a neutral point. The questionnaire was constructed using a balanced variety of simple closed and open questions.

For the purpose of this research there was one questionnaire constructed and used. The main reason for this approach was to measure behaviour from the viewpoint of the general teaching staff, which allowed gathering personal perspective of teachers' definition and decision making towards behaviours. This was then triangulated with other research methods which will be discussed later in this chapter. The construction of the question type was governed by the work of Morgan and Saxton (1991) which identified six different types of open questions. The questionnaire facilitated four of the six types of questions: knowledge of the teachers, comprehension of behaviour, application and analysis of behaviours observed in the school and classroom. Creating and judging were not used as this would be observed with the selected respondent teachers.

A full copy of the questionnaire is included in the appendices. Briefly, participants were asked to identify their own thoughts towards problematic behaviours, example types of behaviours and to discuss strategies which they adopted to regulate a problematic behaviour.

Questionnaire distribution

The initial questionnaire was designed to acquire baseline thoughts stemming from their thoughts across a range of behaviour descriptors, management towards behaviours and gauge their levels of feelings towards the schools handle on pupils' problematic behaviours. The questionnaires were delivered to targeted school members, comprising of senior leaders with overall responsibility for behaviour. (See Appendix B for email dialogue). These included Assistant and Deputy Head Teachers, Head Teachers, Heads of House. The questionnaire was then delivered to individuals from each school who primarily worked at classroom level, and who, on the whole, were in charge of daily

behaviour decision making, rather than those governing broader and more strategic behavioural discipline in the schools. Members of this group included teachers and teaching assistants.

In total 30 completed questionnaires were returned from the two participating schools: 10 from School A and 20 School B. A total of 75 were distributed, via staff pigeon holes and email using the on line survey monkey system. It was essential to the credibility of the research that all participants had been invited to be part of the process to understand behaviour and teacher decision making, and it was therefore decided to distribute questionnaires to all staff, in the hope that as many as possible would engage with the study. The teachers were given two weeks to complete the questionnaire. Those who failed to return their questionnaires were contacted by email and given a further week to return the data.

From the responses to the questionnaire, a number of common themes were identified. This process was conducted by coding the results: the most appropriate method given the open ended nature of the majority of the questions. One disadvantage of this use of questionnaire type is that the resultant data was not suitable for computer analysis. Instead, I created a frequency tally for the range of responses. These responses or themes were then used to formulate a semi-structured interview for use in phase two and three post observation interviews, as described below.

Common key themes identified from initial questionnaire distributed to School A and B:

1. Teacher perceptions / reflections of their own experiences when defining behaviour
2. Links between learning and problematic behaviour; lower ability linked to higher episodes of low level disruption and problematic behaviours.
3. Teachers' examples of problematic behaviours: talking frequently, rude, not knowing right from wrong.
4. Teachers consider behaviour as negatively influenced and modelled outside the classroom, e.g., responsibility 'lay with the parents' (See appendix for full transcription)

The advantages of using a questionnaire format allowed me to gather honest and verbatim responses from the teachers. The disadvantage of the questionnaire approach was the time frame implications and trialing of the questionnaires; the respondents also expressed some negativity in filling out questionnaires and 'answering loads of questions' (respondents comments 2014).

Selection Criteria: Context for the purposive selection of the six participant teachers

My research was not suitable for a randomised sample of the teachers, and needed a more directed/purposive approach to recruitment in order to generate broad inferences about teachers' definition and management of problematic behaviours. The data itself was generated from observing the teachers in practice, field notes and semi structured interviews.

Table 2.3. Sampling strategy for teacher participant selection

<u>Criteria for selecting teacher sample</u>	<u>Value to Research</u>
Gender mix of male and female	Evaluate types and teacher responses towards behaviours [3 males and 3 females]
Experience of whole school teaching	Investigate decision making factors such as tolerance and expectations, reviewing factors such as year group influencing decision makings
Subject: mix of academic and vocational subjects	Investigate the impact of practical and theoretical subject areas and teacher decision making 3 x Practical: Design and Technology, ICT and Business 3 x Academic: Maths, English and Science
Experience- Newly Qualified Teacher (NQT), Middle leader, Long serving	Comparing factors such as time, experience and school responsibility and behaviours Ken, Pat and Tracey who are middle leaders John a NQT, Alan and Pat who are long serving

The selection criterion for the purposive sample is outlined above (Table 2.3). From the initial phase one visit, possible teachers whom fitted the participant criteria were

identified. Each of the identified teachers was approached by me and the Head to discuss further involvement. Fifteen teachers across both Schools (7 from School A and 8 School B) agreed to participate; of these, 8 proceeded to phase two, with 7 opting not to continue beyond completing the questionnaire. Six respondents completed the study [phase 3] with two leaving at the beginning of phase 2 (NQT from School A left the school, and a Middle leader from School 'B' struggled with time capacity due to extra management duties). Three teachers from each school engaged in the research. Selection was based on factors such as length of service and additional responsibilities, e.g. newly qualified teacher (NQT), Head of Department with management responsibility and a long serving teacher minus leadership responsibility. There was an attempt to have a mix of genders and subject areas e.g., practical and theoretical/ academic across the six participant teachers. This helped to ensure a representative and comparable cross section of teachers. However, a key criterion for teacher selection was a common teaching group identified by the respondent schools' senior teaching team during visit 1 (table 2.3) with 'problematic' behaviours.

During the second phase of data gathering I knew that the suitable participants had initially been identified by the Head Teacher from the selection criteria provided. At this point, to comply with protocol, I suggested to the senior team and Head that one of the selected respondents should be appointed sponsor gatekeeper. This decision ensured that the respondents would feel confident that it was their voice that I was interested in, but it also served to reaffirm confidence in the senior leadership team that the research would be sensitive to the data accessed and collected. Based on this decision I suggested one teacher from each of the respondent teachers became a sponsor gatekeeper. This decision also served to provide additional recognition that the respondent section included newly qualified teachers. By using a gatekeeper approved by the group and Head, teachers may have felt more secure that they would not get into trouble or say the wrong thing (e.g., Cohen, 2011 p.160).

By offering the respondents their own choice of sponsor the group also had a collective voice which they could use to express opinion concerning, for example, feasibility of the requested activities (i.e., lesson observations, journal keeping and interviews in the context of the limited time available within the busy schedule of day to day duties).

The role of a gatekeeper was informally explained to selected group of respondents. The main 'sponsors' were decided by the group. School A selected Ken and School B selected Pat. Both were keen and happy to act as the sponsors for the research, as they both had expressed keen interest in this project during the introductory visit. The Head

and senior team also approved this decision. Both respondents held middle leadership positions and could easily communicate and update using their SLT line management structure. By gaining the trust of the Head and building relations with Pat and Ken access to the School and other respondents thus became easier: respondents understood that I was not seen as informer to the Head and SLT, but purely as a fellow practitioner interested in how teachers define and managed pupils' problematic behaviour.

Context for the pupil focus group

Although the study did not focus on pupil data, it was noted from the current literature cited in chapter one that the most likely pupil group for teachers to identify as problematic was year eight (ages 12-13). This was based on the transition literature [chapter one] which concluded that pupils in this age bracket are more likely to receive fixed term exclusions than any other group (Cole, 2004). A crucial consideration too is the timing of the intended data collection, whereby if we reviewed current year 7 groups (ages 11-12) they would have only recently joined the participant school, and behaviour may have been influenced by their previous school setting.

However, from the literature review it became apparent that considerations beyond 'behaviours' and pupil characteristics should be incorporated in my research. These included 'late admission' pupils and additional vulnerable groups such as 'looked after children'. These 'groupings' were acknowledged as potentially important influences on 'behaviours' in schools (Ofsted, 2005). Such factors may co-vary with other predictors of 'behaviours', such as socio economic status and influence tolerance towards 'behaviours' particularly those judged as 'difficult'.

Phase Two

Teacher participant data collection

It was essential at this stage to use a variety of methods as defined above. It was imperative to utilise as many ways as possible to gather data due to the natural constraints in the availability of the teachers. These can be identified in terms of time framework of the school: time constraints, lesson access and the number of selected respondents. Thus, it was necessary to gather different types of data to ensure the collection of a representative body of findings based on a range of analyses. With this in mind I decided to use field notes/observations to enhance ecological validity and a semi structured interview developed from the questionnaire responses. The procedure needed

to gather teachers' opinions without 'putting words into mouths'. This was concluded through reviewing the work of Dexter (1970) who describes the interview process as a 'conversation with a purpose' (p.123). It was also used to allow the respondent to elaborate on information identified on the structured questionnaire gathered in phase one.

Phase two was the teacher participant data-collection phase. This consisted of three distinct activities. The first activity was an informal visit to the school to meet all those who had agreed to participate in the research and put them at ease, and to brief them on the process. This was also an opportunity to make field notes on the visible artefacts of organisation culture.

Activity 1a- School-level observations: informal visits

I arranged to visit each of the three identified participants at their school. For the first few visits there was an open phase, no prejudgments of what to expect without any selectivity apart from the teachers which were selected using the selection criterion identified in Table 2.3. There was a period of naturalisation for me, the respondents and pupils; it was essential that patterns of behaviours for all parties were kept as natural as possible. Unstructured narrative field notes were used to collect impressionistic data about both school contexts. I also collected photographic evidence of the school environment, including displays, classroom layout, etc. This approach was supported by the findings of Hitchcock and Hughes (1995) who suggested that a case study has greater value when the researcher has little or no control or influence over events. However, it was essential to ensure that the case study did not appear unsystematic or merely illustrative (Nesbit and Watt, 1984); therefore, there was a need to avoid selective reporting and simple acceptance at face value of the respondents first response to questioning. I employed a broad and inclusive focus, in order to capture the full range of teacher perspectives on 'problematic behaviours'.

Activity 1b- Data collected from the teachers

The second activity during this phase was to issue individual consent forms and individual data capture sheets. The individual data capture sheets allowed the researcher to profile each of the participants prior to conducting field observations / interviews to help contextualise their experience and cross match with their counterparts across the reviewed schools.

Teacher Blogs, Journals and Sketch Books

The data gathered from the teachers resulted in the production of blogs, journals and sketch books. These were issued to all respondents during the introduction phase. During this phase discussions were held with the teachers to explain the use of the journals demonstrating that the data which these may generate via creative synthesis will capture the teachers' thoughts and actions towards pupils' problematic behaviours.

Following discussions each of the respondent teachers was asked to identify a preferred method for recording their data. Four of the six participants selected a journal response, and two selected to maintain a blog. Two of the six teachers also chose to record their lessons using video footage. Permission for videoing was granted through the use of pupil over-arching consent within pupil planners. Additional verbal consent was also granted from the Head Teacher during the inaugural discussions for the study.

The process of journal-keeping developed in interesting ways. The teachers initially recorded their everyday actions such as discussing the content of their lessons, what went well or less well, etc. Over time, however, the teachers took greater ownership over what they were recording; the information no longer became a running account of 'what they did' but considered, for example, why they made a particular behaviour decision, what impact this had on both the pupil and themselves, etc. In essence the information became a conscious realisation and review of their intuitive thought and actions, essentially taking on 'a life of its own'. To ensure that I captured this rich narrative thinking from my respondents, I began to produce working images: mind maps, written extracts- words sentences, quotes, attempting to make sense of the respondents' data (See Appendix B). To ensure that I did not 'contaminate' or misinterpret their thoughts, whilst I took time to capture this thinking using aesthetics, I later discussed and corroborated my interpretations with the teachers themselves. We decided to meet out of school, one evening, to discuss the findings. For example, Tracey and I met at a local Hotel and watched her video footage and discussed the findings, including discussing her visual journal which depicted her thinking of problem behaviour (Figure 2.1, below).



Figure 2.1. A page from Tracey's journal

To analyse the respondents' journals, video footage and blogs I produced my own sketch book (Figure 2.2a). Adopting this process to analyse the data helped me make sense of the respondent created data. However, I did have to acknowledge that both the respondents and my visual media are not neutral. They provided messages for which the interpretation may take many forms. The respondents' journals were analysed alongside the teachers' transcripts and filed notes. This helped me to cross reference the themes which were emerging, looking for correlation or new patterns, to promote questions during the interview phase. For example, during Tracey's interview we discussed gender and how this linked to her use of language and the physical environment first seen in her journal and reaffirmed in the video footage. This theme was further explored during the interview phase. The use of visual media enabled the respondents and I to triangulate data, helping to cross check meaning derived from both natural social situations (video footage) and contrived events (journal days). The collection of rich visual data was selected by placing each artefact and image into the themes. The themes consisted of both the respondent and my generated data. Each theme was cross referenced for meaning with the respondent during the interview phase (phase 3). The basic process is shown in the images below.



Figure 2.2a. An example of a section taken from my sketch book relating how I began to make sense of Pats narrative journal

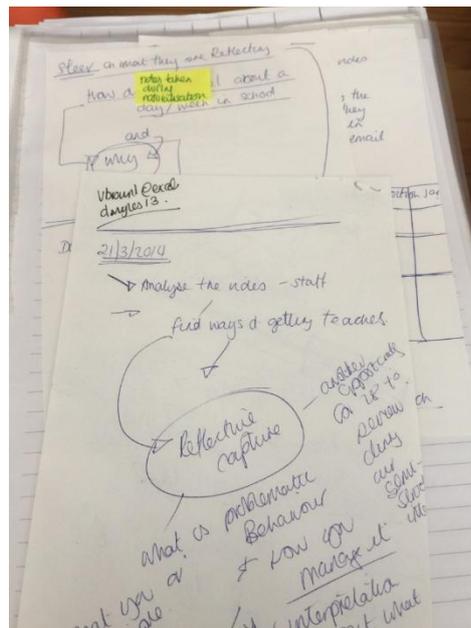


Figure 2.2b. My thinking working through the respondent data generating questions and themes to discuss during the interview phase 3

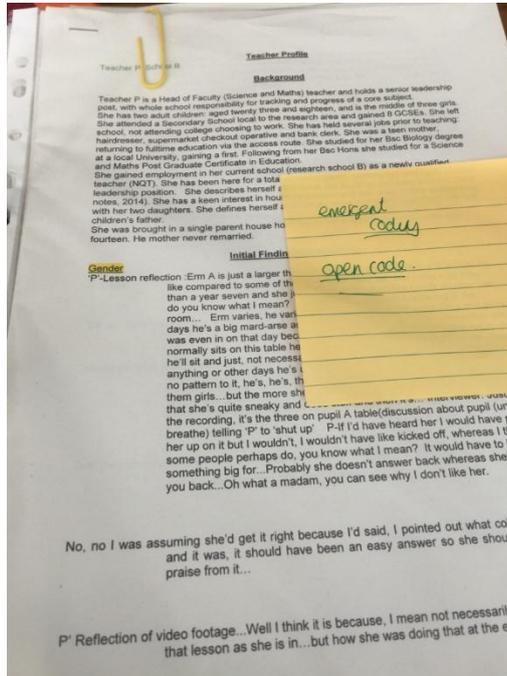


Figure 2.2c Themes evolving from the data generated by the respondents: coding



Figure 2.2d. Coding into themes

During this period analysis of the data was an ongoing process. Part of my chosen method was the employment of interview and observations, which were undertaken once detailed analysis of the journals and note filing had been completed.

For both the interview and teaching observations each respondent had a choice of video recording or researcher recording. Dates and times for me to return to each of the respondents were confirmed.

During this period, I arranged observational 'shadowing' for all of the respondent teachers (8am-12pm). The primary aim here was to observe the respondent teachers in their day to day natural setting, gaining access to the lesson, and building trust. There were some general concerns identified with the approach discussed; as a non-participant at this stage and as a teacher it was hard to be completely impartial and to reflect what was seen/heard and not inferred for the later data collections. It was also difficult to be 'invisible' as identified by (Walliman, 2001, p. 241). This, however, was addressed through the use of the covert observations and 'fly-on-the-wall' approaches, dropping in to the classroom and observing in corridors and playgrounds. It was felt that this was a necessary tool to gain a clearer insight into the everyday activities of the respondent. This can be validated further by the reading of theorists such as Clough and Nutbrown (2002) who describe the observation as seeing familiar and routine events in a new way. The observations were conducted in a nonparticipant manner; this was felt to be the most appropriate method as the primary researcher was not actively involved in any of the situations they were observing. Croll (2006) describes this format as a more 'formal' approach where the researcher is non-participatory and uses a systematic observation tool as a means of data gathering. The data generated from the naturalised observations was coded for reference: 'T' for teacher 1, 2, 3 etc. and 'P' referring to pupil, E for environment and TD for teachers' decision making. It also enabled the semi-structured interviews to have clear starting points prior to the observations taking place.

Why observe?

This method of data generation was used to gauge teachers' identification and enacted responses towards problematic behaviours. Observation is more than just looking. It also encompasses systematically recording information concerning people, events, behaviours, etc. (Marshall and Rossman, 1995). Using this feature of observation as a research process offered me the opportunity to gather 'live' data. This enabled me to review what was taking place rather than relying on second hand accounts. It was necessary to conduct the observations in an open-ended inductive manner. These enable the researcher to understand things which may have been overlooked by participants,

discovering things that participants might not freely think to talk about or recall in interview situations where observations has not taken place

Activity 2a: One to one discussion/s

Following shadowing, general 'loose' discussions concerning problematic behaviours began to emerge. This approach helped to settle the participants' nerves and suspicions, building a relationship. The issues of their own beliefs of behaviour understanding and definitions were explored in order to understand how the participants compared to the questionnaires and school approaches. These 'episodes of data gathering' were often conducted in quiet spaces at the end of each school day / lunch time or free period and lasted between forty-five minutes to an hour, allowing the teachers the physical time and space to reflect. The participants and I used this time to reflect on the day's behaviour judgements using the journals to record thoughts and findings. Copies of the journals and transcriptions can be viewed in the Appendices.

Activity 2b-Types of Observations - video observation

Following the naturalization period discussed and demonstrated in phase one the participants were given the choice of either having a video-recorded observation or a researcher-recorded observation. This choice was essential as the participants needed to feel in control of the process (Cohen, et al. 2011). Video capture allowed me to revisit footage scrutinizing the data more fully, important because of the limited access I had with teachers. Video observation was used by two respondent teachers: Tracey (School B) and Pat (School B). This is a tool which both schools use extensively to model good practice, and was therefore identified as an appropriate method to use, given its '*ease and familiarity*'. The video footage enabled shared observation of the teachers' actions: the type of verbal and physical language adopted when defining problematic behaviours. Two cameras were used, each observing different parts of the classroom. This was to ensure that any unintentional blocks to the camera were accommodated. Immediately following the video capture, a reflective journal was completed by each of the teachers. This aimed to collect their perspective of the lesson and other factors contributing to their evaluation of behaviour. Use of the reflective journal will be discussed in more detail later in the chapter.

Researcher observation

For those who selected researcher observation: Ken (School A), Alan and Dave (School A), and John (School B), it was the intention to observe them in a classroom setting, their everyday working and social environment; to observe their everyday behaviour. It was important to have a visual component in which visual observations noted, ensuring parity with the video footage. The observation needed to move from descriptive to focus more specifically on observation (Flick, 2009). There was a need to be mindful of intrusion, especially with this method of observation. A need to be empathetic and empathetic was necessary in order to gain access to insiders' behaviours and environment. It was necessary to maintain a degree of detachment to ensure that I didn't influence data and respondents' actions and ensure that my field notes were completed with full and accurate characterisation of teachers' definition and management of behaviours. This was difficult to achieve based on my own preconceived thoughts and actions as a fellow teacher. As discussed in previous sections there are degrees of participation (LeCompte and Preissle, 1993). The type of research undertaken meant that the complete participant was not appropriate as the participants were aware of who I was. I also rejected the approach of observer-as-participant and complete observer as the respondents were aware of the observations and we all developed a social awareness of each other prior to data collection. Therefore, the most appropriate approach was as a participant-as-observer. However, I ensured that cross referenced my own observations with audio recordings taken from dialogue between myself and the participant for researcher observation. This approach was judged suitable for the lesson observations: the respondent group and time scales were relatively small and there was an intrinsic need to 'get to grips' with the processes teachers adopt during problematic behaviour decision making.

There was a need to develop relations with all respondents, which was achieved through building trust, meeting and familiarising with each other outside of the school setting. The findings of Kawulich (2005) were noted, particularly staying close to the respondents, being careful not to be seen with school leaders, ensuring that the description of each respondents' environment was a true reflection of their day to day activities. These actions formed the first rich part of the data collection informing key areas of focus for the case studies.

Activity 3 -Data review

The final stage of data collection was semi-structured interviews conducted with all participants post-observation. Each interview reflected upon the observations in their

observed lessons, along with other information judged to be significant. The interviews were semi structured using field notes and observations by each party: researcher/ participant. The primary aim of these conversations was to discuss each observer's findings: video footage was reviewed independently by Pat and Tracey, with their own findings recorded using illustrative measures- sketch book and journal. The same method was applied to the lesson observation with researcher and respondent directly reflecting on the lesson. The use of visual data was a preferred method for the way I wanted to capture and work with the data. As an artist I found the use of mobile recording, personal illustrations and sketches captured the atmosphere, respondent thinking and researcher reflection. No prompts apart from the question 'tell me about the lesson' was provided to each participant (researcher and participant). Reflections then were expanded upon and contrasted during the conversations. These data were contrasted with initial themes that emerged during the familiarisation stage, where I, in conjunction with the participants completed a journal and sketch book. Themes were not compared across schools or respondents at this stage.

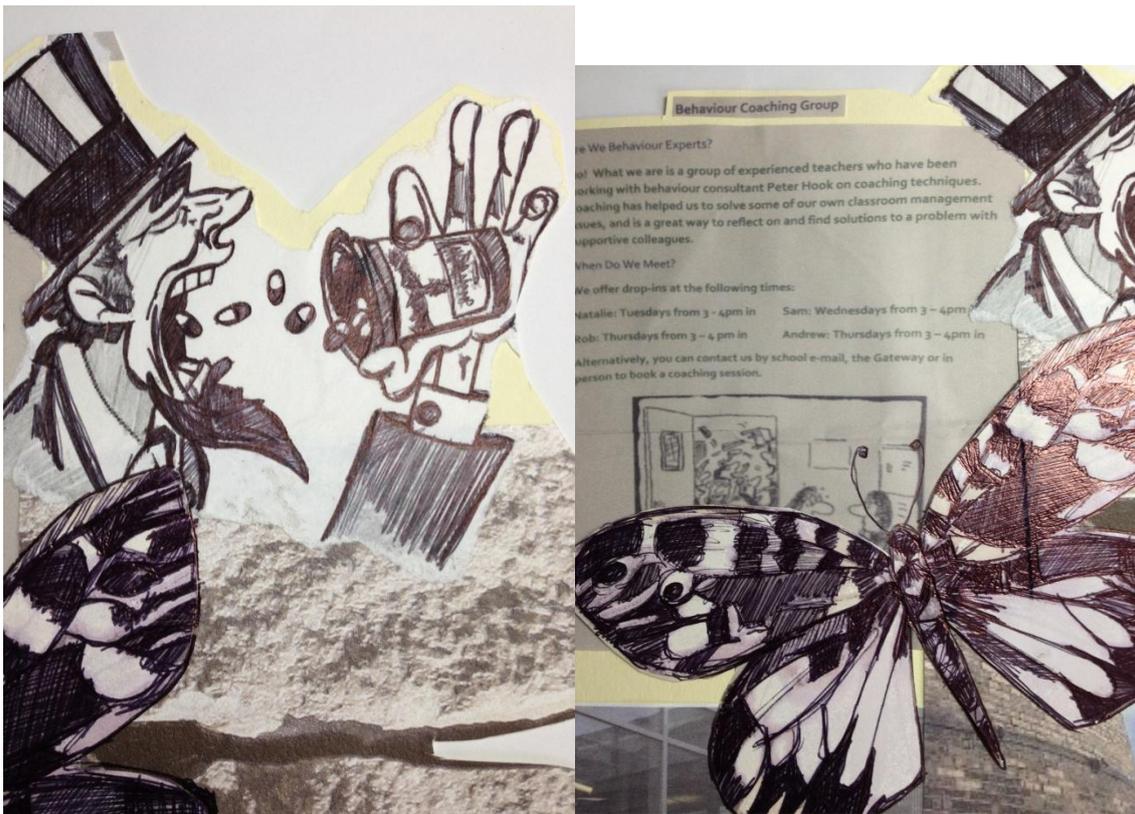


Figure 2.3. Illustration reflecting on the day's behaviour walks conducted by the senior leadership team. (Pat, RKS and John School B)

The interviews stemmed from a discussion of the behaviour coaching group staff training session. Using this type of medium not only helped make sense of the unstructured conversation, but was a less intrusive way of gathering data, relative to note taking or audio recording, thereby allowing the conversation to flow (Cohen, Manion and Morrison, 2011).

Illustrative diaries: *creative synthesis*

To make more sense of the increasingly complex body of data, including the rich creative synthesis generated data, I adopted a heuristic inspired research approach. The process of heuristics adopts a mental shortcut allowing people to solve problems and make judgments quickly and efficiently (Moustakas, 1991). The 'rule-of-thumb' strategy, allowing people to function without constantly stopping to think about their next course of actions, enabled me to view teachers' heuristics and how this linked to behaviour, thus streamlining and making more sense of the data I was gathering.

To complement this method, I introduced diaries, artwork and journals for the participants and myself to record behaviour and the process which they adopt when defining or managing. It was essential that they remained close to their understanding: the human experience. This culminated in bringing together the work of each of the participants, organising each participant's journeys and depictions through a collective book of works (see appendices). Subsequently, the process of understanding their journey towards definition and decision making, conjoining a synthesis of images and narrative descriptions together, helped to inform Chapters' three and four.

Data analysis

The literature review had already identified potential theoretical frameworks which might provide suitable perspectives to review the data. The suggestion of viewing a behaviour through the pupils' biological or social systems formed a main framework to contextualise the data. It seemed to me at this point to consider other dominant features of the teachers including how teachers conceptualise the causes of 'behaviours', and how this is heavily based on their own personal emotional and cognitive responses (Poulou and Norwich, 2002). Poulou and Norwich also noted that teachers' feelings have an effect on the way 'behaviours' are seen. They noted that the way teachers conceptualise the causes of 'behaviours' they see as worrying or disturbing, bears a strong relation to their own feelings. Interestingly Poulou and Norwich also noted that the 'link between teachers' thoughts and actions cannot be viewed as neutral and devoid of emotions and feelings'

(ibid., p.111-112). They also noted that teachers' feelings can be difficult to hide and pupils 'can be very sensitive receivers of teachers' messages'.

Having considered the different existing theoretical frameworks in relation to the research sub questions (Table 2.2 and 2.3), themes emerged. These themes stemming from the literature review focused on several key areas: teacher definition, response and personal reflection regarding the process of defining and managing problematic behaviour. Within each of these main themes other sub-themes were identified: teachers' view towards behaviours; actions; belief; relationship with environment; influences in the organisation such as job role.

Data coding and interpretation

Considering the procedural processes for analysing qualitative data, factoring in my ontological and epistemological stance it was essential to ascertain firstly how the data could be reduced into manageable amounts while still retaining its quality. It was necessary to ensure that I was clear and consistent especially when attempting to group or classify data. As the majority of the data was gathered via observations, interviews, discussions and field notes it was important to have a robust method for coding the data.

The procedure for achieving this was to adopt 'content analysis', whereby *'many words and texts are classified into fewer categories'* (Weber, 1990, p. 15).

As suggested by Ezzy (2002) content analysis was undertaken by categorising the units of analysis. These were: concepts towards behaviours, occurrences and frequencies, words and phrases. This then led to identifying units of analysis (step 44). Ten lenses were then identified and generated, which are discussed in greater detail in Chapter 3.

The data was reviewed again to establish any sub themes or groupings and to provide a clearer picture. Both lens and sub themes within were coded using visual stimuli: organising each participant's data (see footnote step 5). Although this may appear slightly old fashioned and time consuming when computerised systems such as NVivo are available, it was, for me, an essential part of the process: I became actively involved in understanding how and why teachers make and carry out behaviour decisions. By adopting this process, it made easier work of tracking recurrent themes, seeing length of

4 Content analysis follows several steps: step 1 defines the research questions to be answered by the content analysis. Step 2 defines the population from which the units of text are to be sampled. Step 3- define the sample for inclusion. Step 4- defines the context of the generation of the document. Step 5 defines the units for analysis and step 6 decides the codes to be used in the analysis. Step 7 constructs the categories for analysis and step 8 and 9 conduct the coding and data analysis. Finally steps 10 and 11 summarise and make speculative inference of the data (Cohen, Manion and Morrison, 2007).

comments, interjections from me and other respondents and giving the research data a sense of uniqueness and individuality through the use of visual content analysis (see Book 1 appendices for further information).

Ethics in qualitative data collection analysis

Given that qualitative data analysis frequently concerns individual cases and unique instances which involve personal and sensitive matters, it raises the question of confidentiality and anonymity of individual participants. Whilst numerical data can be aggregated so that individuals are not traceable, this may not be the case in qualitative data analysis, even if individuals are given pseudonyms. My participants were only involved when they had been given the appropriate information and provided written consent. I ensured that all participants fully understood the extent of their involvement. I assured that all were fully aware that they could exit the research at any time, reassuring them of this after instance of data collection be it an interview or observation. Before any research was undertaken, therefore, formal approval was obtained from the University via submission of research outline and ethical approval forms. Additional authorisation was also obtained from the two participant schools.

Respondents were fully informed of protocols around recordings prior to any interviews, recordings and conversations. In addition, all respondents were aware of my role. This was achieved through an introductory group meeting held at School A which was attended by all teacher participants, data managers and a member of the senior leadership team from each school.

Given the nature of the data collected, sensitive and personal consideration towards transcription was made, ensuring all transcriptions, voice recordings and video footage were held securely in a locked drawer to which only I had access. All electronic copies of transcribed interviews and data were kept on password protected computers.

Having established an ethically approved, sound methodological approach, with clear and valid methods, the next stage of the process was to consider the underpinning theoretical principles of my research.

Chapter Three

Case studies: introducing the schools and participant teachers.

This Chapter provides an overview of the two schools involved in the research project and introduces the six teachers who participated in the research. It highlights how the teachers define and manage problematic behaviours. It reviews the teachers' decision making processes in relation to school policy and procedure. This chapter will present findings in relation to the following questions:

- a) What types of non-verbal and verbal communications do teachers use and why?
- b) What sanctions / rewards do teachers use and why?
- c) To what extent do teachers use their classroom environment to respond to behaviours i.e. seating arrangements, behaviour rules displayed?
- d) How and when do teachers use support networks in the management of behaviours?
- e) What heuristics do teachers employ in relation to their decision around defining learners' problematic behaviours?

The above questions hold particular importance as the reviewed literature suggests that these factors may impact on the way in which teachers process behaviours, especially those termed problematic, and it is the way in which teachers' process 'behaviours'- their heuristic, which is of considerable importance (Ball, 2012).

Introducing the two research schools

In order to investigate the way in which teachers define and manage 'problematic behaviours', it was important to try and isolate the teachers as the key actors in the research. Therefore, two similar secondary schools were selected. Both School A and B operate in a similar way, in terms of their staffing structures, curriculum, policies and procedures. They have broadly similar pupil intakes and are located in similar socio-economic areas.

The two participating schools are located in neighbouring wards of the research city: School A is a Co-operative Trust School, which shares a learning partnership with a local group of schools and other education establishments (see Figure 3.2 for wider contextual information about the school). School B is managed directly by central government through the local authority (LA), (see Figure 3.3 for wider contextual information about the school). One key difference between the schools at the time of the research was their

Ofsted⁵ judgement for behaviour. The Ofsted inspection framework in place at the time of the research rated School B's 'overall effectiveness and performance' as 'Good', whereas School A's judgement highlighted an overall grade of 'requiring improvement'. Under this regulatory framework decisions made in relation to behaviours can limit a school's overall effectiveness and performance judgement. School A's behaviour report demonstrated effective management of pupil behaviours. However, School B's report cited 'behaviour' as an area which 'required improvement'. Clearly, the Ofsted findings were crucial in providing an indication of how behaviours were being observed and managed by the participating schools.

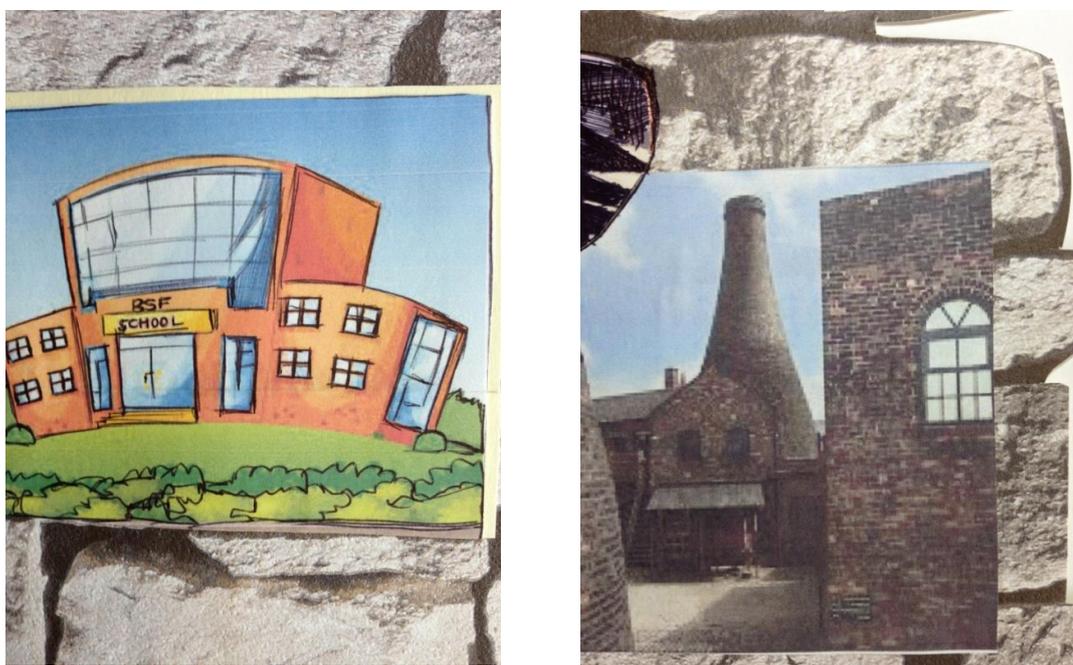


Figure 3.1. The respondents' image selection representing their school

⁵ Office for Standards in Education An official body which regularly inspects all the schools in England which are mainly or wholly state funded. Ofsted inspectors produce education reports which are meant to improve standards of achievement and quality of education, provide public reporting and information. Schools are judged using categories 1-4: 1 being Outstanding, 2- Good, 3 Requiring improvement and 4 inadequate. A score of 3 or 4 will automatically require external intervention strategies.

Figure 3.2. School A

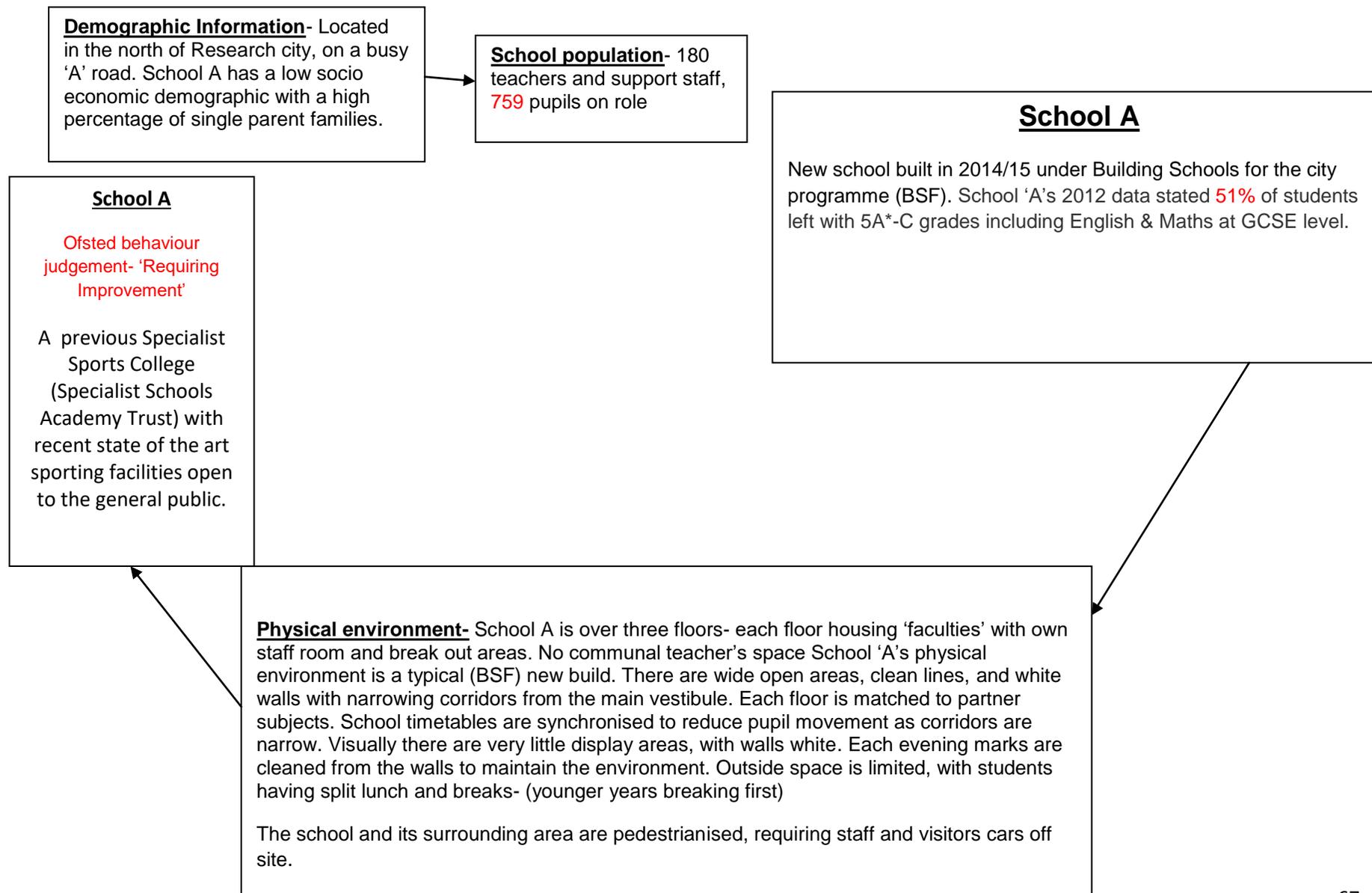
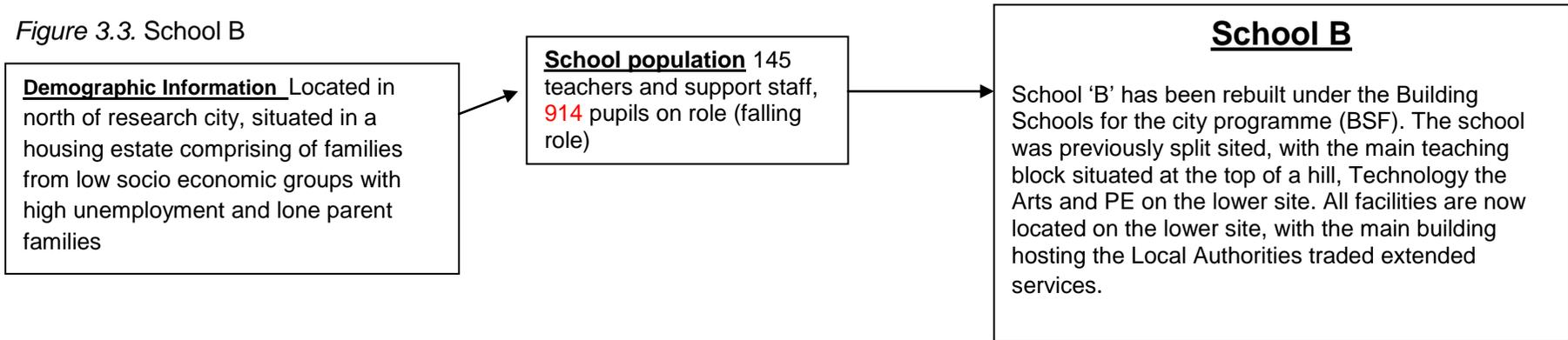


Figure 3.3. School B



School B
Ofsted judgement 'good'
A previous Specialist Arts College (Specialist Schools Academy Trust).

Physical environment- School B is situated over two floors- each floor housing 'faculties' with own staff room and break out areas. No communal teacher's space.

School 'B's physical environment is typical of an (BSF) new build. There are two entrances: a main entrance for staff/visitors and a separate pupil entrance. The pupil's entrance is directly linked to student support. Attendance and punctuality are monitored by staff. The main visitor/ staff entrance is accessed from the car park up a set of steps. A double fronted glass entrance leads to a manned reception area which is staffed by admin support staff. A set of internal secure glass doors also separate the main reception from the school: these doors are accessed by secure fob users. The furniture in the main reception is simple. Blue 'comfy' lounge chairs are located in the designated seating area. A plasma screen displays the schools week ahead and upcoming events. Corridors in the main section of the school are narrow with glazing revealing a covered outside area. This court yard design wraps the main teaching areas of: Humanities, the 'Arts' and PE. On the ground floor there are limited wide open areas, apart from the school playing fields. A corridor with several double doors leads to the new part of the school with a master staircase leading to the upper floors. There is a white and blue theme running throughout the school with very little wall display areas.

The school and its surrounding area are green with picnic type benches and trees scattered throughout the grounds. The communal areas have large secure fencing and steel work, encases the student entrance and exit points.

Physical environment

During the period 2006 to 2015 secondary schools in the city were rebuilt under the 'building schools for the future' programme (BSF). This programme, in effect homogenised school design against a set of accepted design norms about what schools should look like. Therefore, we should expect little difference in the physical conditions of each school, meaning that the physical condition of the school can be removed as a contributor to the research findings. However, how schools subsequently used the physical space might provide some insight into how the school manage behaviours in general. For example, School 'A' has a large universal single story entrance hall, housing a 'bright, airy open reception area' (see detailed information in Figure 3.2). In contrast School 'B'; a previous split site school has two entrances (pupil and staff/visitors). These entrances are geographically separate; the staff entrance leading from car park at the front of the building and the pupils towards the rear leading from a pedestrian pathway (see detailed information in Figure 3.3). Important to the findings is the differences between the two schools' entrances. School B's entrance is staffed by non-teaching support workers, who operate from a small, glassed internal office / reception area. Their main duties include meeting, greeting and passing information such as timetable changes and staff notices. Also noted during the observation period were almost all of the reception support staff greeted pupils using first name terms. Sullivan (2014) noted this environment encourages a calm transition setting out expected standards for pupils.

In contrast School 'A' appears to have a less personal approach towards pupils' entrance into the building. School A has an entrance which is manned by staff during the a.m. and p.m. sessions. During the observation period pupils filed into school coming into contact with duty teaching staff who checked uniform and pupil 'lates' (arrival after the allocated time) This apparent lack of personal contact was a system which School 'A' felt most appropriate in order to set the culture for the pupils' future beyond school (field notes).

Each school reception area has a television monitor which displays information such as school start times, events and examination information. Neither school has visual evidence of their 'behaviour expectations'. Neither school had their vision or mission statements visible. As can be seen in Figures 3.4 and 3.5 each school has a large hall / communal area, located off reception, which host whole school events. Examples seen during the observation period included assembly, examinations and specific subject / year group meetings / information sharing. School 'A's hall / communal area

was used daily. Pupils gathered for breakfast prior to a.m. registration and during break and lunch the area became a dining hall. Both areas were manned by teaching staff where the behaviours were managed by staff. During these periods of non-teaching, staff often adopted different management and tolerances towards 'behaviour'

School A



Staff room/ work area off the main reception of School A. Staff use this to meet and greet parents, external agents and other guests.



Expected 'Code for Behaviours' seen throughout the school



School A's entrance differs to School B as pupil's entering through a set of glass doors into a vestibule which leads into the school hall (above).

Pupils are met by teachers/ staffs assigned to morning duty (3 staff) who greet pupils. School A's team duty policy states that staff should check uniform, meet and greet pupils, setting the tone of learning and the day'. However, during the observation period staffing was sometimes 'hurried conversations' with instructions communicated, uniforms checked and very little meet, greet social conversation/ interaction. When asked whether this was an 'example' of a regular morning duty, the staff responded unanimously 'yes'.

Figure 3.4. Physical environment in School A

School B

Pupils sign in reception area; this area differs from School A as pupils enter the hall area. School B has a specific area which is designated purely for pupils and is manned by non teaching staff- learning mentors who meet greet and discuss the welfare of pupils- During observed period most staff used/ knew pupils names.



Schools B's pupil's access. What can be seen is the external seating area and covered walk way. This is where pupils can sit between break and lunch times. This area is supervised by non teaching staff and Heads of Year and Senior School Leaders.



Pupil information board which holds pastoral/welfare information and the schools attitude towards learning policy (ATL)



Expected 'Code for Behaviours' during lesson change seen throughout the schools walkways and corridors.

Figure 3.5. Physical environment in School B

In both School A and B definitions and management of pupils' behaviours was linked into pupils' attitude towards learning. Both schools operate behaviour policies which consider behaviour and learning as key elements.

School A has an 'attitude towards learning' policy and School B has 'behaviour for learning policy'. Both clearly set out examples of what teachers should define as a 'problematic behaviour'. These examples are primarily concerned with minimising 'problematic behaviours' which can be seen as impacting on learning. An example (3.4) cites 'behaviour expectations' such as lack of equipment, failure to follow teaching and learning instruction, as triggers to implicate the 'levels or action points' to escalate or manage the defined behaviour/s. Both schools expect all staff to meet and greet pupils, explaining that all pupils should be introduced to the expectations of the school / classroom and teacher prior to entering the teaching area.

Similarly, both school policies link managing behaviours into the rewards and sanctions protocols of the school. For example, School A states pupils failing to follow the school system accrue behaviour points. Points are given based on the severity of the defined behaviour; for example, a pupil failing to return homework would commonly receive 1-3 behaviour points depending on the frequency. When a pupil reaches 9 points an alert is sent to the Head of year and form tutor. School B operates a slightly different system which allows the teacher to award their own level of behaviour points for a defined problematic behaviour.

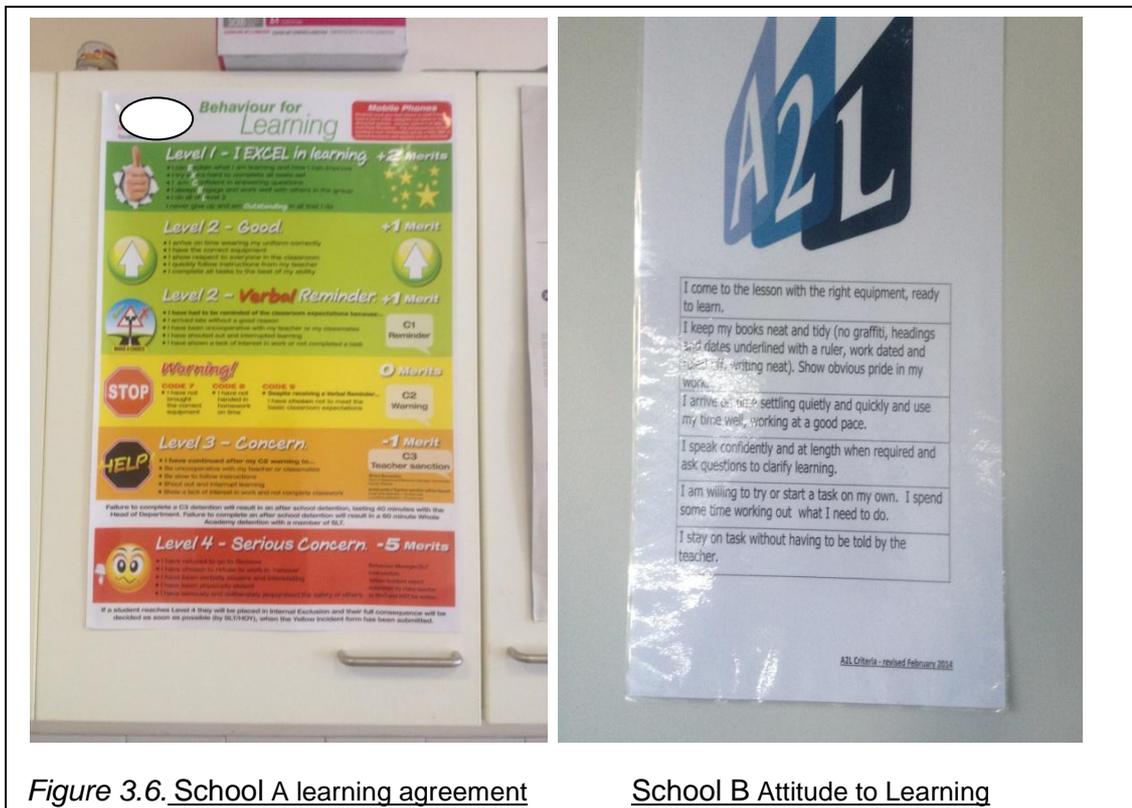


Figure 3.6. School A learning agreement

School B Attitude to Learning

As seen in Figure 3.6, School A's policy uses language and definition in the third person for example during the research period was mainly used by teachers rather than support staff. School B uses more pupil friendly terminology and addresses the pupils directly such as '*I will...*' and '*I come to school with...*'. Also the policy was readily available for pupils, appearing in the school corridors, in communal areas and positioned at the pupils' eye level.

So we have seen that although these schools may appear to be broadly similar in relation to their pupil demographics, socio economic factors and their physical environments, how the schools use the resources available to them shows subtle differences. These are expressed through how staff and space are used and how language is used to convey meaning. These are 'human' factors. To expose this further this chapter now turns to look in more detail at how each of the teachers define and manage behaviours, interact with the physical space and with school policies and procedures.

Teacher case study

The following six case studies build a clear picture of each teacher as an individual actor in the school. Each case study will begin with a characteristics table which will detail age, length of service, subject taught, whole school responsibility and qualifications.

The teachers could have been presented alphabetically, by gender, or by School A and School B; however, I have chosen to present them in order of years of experience. I have done this because reading has suggested that teachers with more experience are better able to manage behaviours than those who are new to teaching. Experienced teachers are likely to have had more training and longer length of service in the classroom.

Each case study begins with a jointly created piece of visual art work. This image depicts the teacher's personal characteristics, communicating these characteristics for the reader. Each piece was created during the initial data gathering and completed in the reflection discussions.

The rationale was based around both researcher and participant using creative methods to build relations and make better sense of the data gathered. Each teacher was given a pseudonym to protect their identity.

'Alan' School 'A'

Age	35
Years in teaching	12
Subject	Business and IT
School responsibility	Head of Year
Qualifications	BA Hons, PGCE



Alan has been employed by School A for 12 years. School A being his only teaching post. He teaches Business and Information Technology (IT). He has an additional responsibility as a Head of Year. He has held this additional post for twelve months.

Alan is an only child. He has two children of his own, aged five and nine. He grew up locally and attended a nearby secondary school where he completed GCSEs and 'A' levels. He attended 'X' University to study Business, Finance and IT. Teaching is Alan's only specified profession. Alan described himself as 'quiet' preferring his own company. He is tall in stature and has a keen interest in football, as a player in his local team and as a supporter of a local football club.

Alan's definition of problematic behaviour

'Alan' identified 'problematic behaviour' during conversations as:

- ✓ Non-specific talking by pupils whilst working; lack of work produced (lack of progress) as set out in the expected learning objectives/outcomes.
- ✓ Pupils not listening
- ✓ Lack of homework submitted by pupils
- ✓ Lack of wanting to contribute positively to the lesson.

His definition clearly coincides with both school and national definitions (see Appendix B School policy). He cited 'not listening' and 'behaviour which affects learning negatively', as key drivers to implementing behaviour management strategies. For example, Alan defined 'behaviours' as problematic when they appear to negatively

affect the progress of the pupils. During discussion Alan pointed towards the policy, referencing that 'if pupils didn't make progress - an example of not completing work set or not listening to 'teaching instruction' - 'information' progress and 'behaviour' will be affected'. Alan felt that he reinforced this at all times during 'teaching', stating 'all kids know what to expect from me and my lessons'. (Field notes, 2014).

Alan's relationship with the physical environment

Alan's classroom was orderly with horse shoe desks around the edge of the classroom and rows in the middle. 'Alan' utilised the class environment to support his decision making. For example, pupil seating plans mirrored the behaviour for learning policy. Pupils were grouped according to attitude and behaviour scores with the highest scores seated towards the front of the room, and lower scores seated in rows away from 'Alan's' main teaching arena. On further enquiry 'Alan' stated that he was 'pre-empting' 'problematic behaviours' by placing all students with high behaviour scores together, 'closer to him'. Therefore, if a problem with *'talking, not listening to instruction or generally not doing as was required during lesson'* occurred he could *'contain and manage, limiting the impact on others'*. Observing this group revealed a definite gender distinction: boy grouping. Enquiries revealed it to be *'pure coincidence'*. That school ruling identifies this 'management strategy' to limit and regulate those 'behaviours' presented, 'Alan' stated *'I am following school policy'*. 'Alan' also indicated that teachers and pupils are discouraged from placing images on the walls. In his classroom was the 'behaviour for learning policy', classroom expectations and information appertaining to his pastoral head of year role.

The internals of the classroom are interesting (Figure 3.7); during the interview and discussion period it was clear that 'Alan' uses the school documents when defining certain classroom 'behaviours' as described above. It can also be confidently stated that the 'behaviour for learning policy' and 'bullying' are key documents which 'Alan' refers to when deciphering 'behaviours'. However, interestingly, during the teaching observation period 'Alan' did not consistently refer to or initiate school policy.

One of the three designated ICT classrooms. All rooms have the same design/ decoration. The classrooms do not have a store room, all books and text books are stored on shelving



'Alan's' desk, is placed in line with the main entrance in front of the interactive whiteboard (IWB). 'Behaviour for learning policy' is displayed by 'Alan's' desk.



Figure 3.7. Interior of a typical IT Classroom

During his time as head of year, an incident occurred whereby a pupil had been removed from the class by another member of staff and sent to 'Alan' (indicated in the 'behaviour' policy - process and procedure). 'Alan' made a decision not to inform parents or to call home, or issue a sanction such as an after school detention. Instead, he spoke to the individual in the corridor, issuing him with a verbal warning and 'second chance' (field notes, 2015). When explored: *'So when you had a conversation with ***** when he put the glue. Ermm yes he put glue on another, when we were outside, where does that position itself in your thinking/ management towards behaviour? Alan responded 'That's kind of the same thing, affecting his learning. If he's sticking his glue and messing around with his mates he can't be doing what he should be doing. He isn't absolutely maxing what he should be doing in his lesson, but then if it's come when they're sticking the sheets in at the end of the lesson and he's been absolutely fantastic up until then, then maybe it is, you know, just boys being boys I guess.'*

When asked how the situation differs: *'messing about', either at the end or during the lesson 'surely it's the same outcome, glue on some body's clothing 'Alan' responded 'Hmm yes, you're right but 'Well, boys they're often daft and silly and I don't think, you know...'*

There is a contrast between 'Alan's' classroom management and 'behaviour' interpretation during the observation period. There was a pattern of viewing behaviour through a gender lens, for example the lesson content was framed around the theme of football-the world cup, and during the lesson 'Alan' was observed as noting the boys

as *'off task talking'*, however he did not challenge this. In contrast 'Alan' commented that the girls were *'too chatty'* although he referenced the 'behaviour for learning policy' stating *'next time girls it's a C1'* (name listed on Simms). Gender appears to be a consistent theme by which 'Alan' defines and manages behaviours and expectations. Highlighted during lunchtime duty 'Alan' discussed a typical day, exemplifying observed 'behaviours' during that day. He referenced 'gender', citing the differences between their 'behaviours'. One example discussed was socially influenced: girls arguing between each other, whereas 'Alan' feels that boys tend to disagree over a game of football. *'Well, boys will fall out at lunchtime because they haven't been picked on the right team or they've had a tackle that's been a bit late and they've kind of argued with one another about that. Whereas, girls tend to be, I don't know...I think it's, like, stirring in amongst the group and bitching and arguing with one another, more that kind of thing, girls then bring it in to lessons.'*

During the observed period Alan adopted different processes when defining/managing 'behaviour'. For example, when asked whether environmental features such as setting would impact on his decision making, his response suggested otherwise: *'no I would follow procedure and guidance set out in the behaviour policy'*. However, when probed about the examples identified during our initial discussion and the field notes Alan shrugged, stating *'well no not really, in lesson the fall out seen in the playground would then relate to learning. When the boys enter the classroom they wouldn't be ready for learning so you would action the policy'* This was an interesting factor as the findings suggest that the same 'behaviour' may be managed and viewed differently depending on where the judgement was being made (and by whom).

To understand how, or indeed if, environmental factors influence 'Alan's 'behaviour judgements', observations of 'Alan' in differing parts of the school were undertaken. Still images taken during the observed period were recorded (see Figure 3.8). The findings showed that apart from the main dining hall, which all staff have contact with, the main corridor (Figure 3.8) and a IT classroom (Figure 3.7) were the main areas where 'Alan' manages most of the 'behaviour' decision making. During this period 'Alan' was observed managing several incidents whereby he identified pupils presenting 'problematic behaviours'. Interestingly 'Alan' adopted a more relaxed stance and tone of voiceless commanding during his break and lunchtime duties. He maintained this persona during pupils more 'challenging behaviours' such as loud shouting and pushing each other. Interestingly there were very little visual cues/prompts such as pupil expectations around the corridor. Therefore, this may raise

the question of the interplay between policy and other factors such as environment, location or job role, and how this may influence the decision making process.



Figure 3.8. Image of a school corridor

'Ken' School A

Age	37
Years in teaching	11
Subject	Business and IT
School responsibility	Head of Faculty
Qualifications	BA Hons, PGCE



Ken is a Business and Information Technology (IT) teacher, who holds a middle leadership post as the Head of the Design, Business and IT Faculty. He has worked at School A for 9 years, however prior to this he worked in an 'affluent school' for 2 years. Here he completed his newly qualified training (NQT) year and a further year. He then moved to School A, initially as a class teacher before gaining internal promotion after his fifth year.

He is married with two children: aged three and five years. He is the youngest of three with two older siblings. He grew up locally, completing his education in a school not far from the research area. At nineteen he trained as a professional footballer, playing professionally until he retired at the age of 22. 'Ken' defines himself as 'one of the lads' liking a 'laugh and joke'. He is tall in stature and defines himself as 'self-assured' and not 'having issue with behaviour and controlling behaviours'. He feels his *'previous profession as a professional footballer helps him to connect with the kids, especially boys'*.

'Ken's definition of 'problematic behaviour'

During the research Ken identified 'problematic behaviour' as:

- ✓ Lack of homework from pupils
- ✓ Non-specific talking whilst working and lack of work produced by pupils
- ✓ Pupils not listening

During our initial discussions and my observations Ken referenced the school policy, stating of the importance of *'following set guidelines, ensuring the same message is given to all kids'*. However, tensions between thinking and observed actions were noted, especially when Ken managed 'problematic behaviours' as a Head of Faculty.

He meets pupils at the door greeting them with 'Hello' or 'All right?'. In the classroom Ken uses humour and verbal reasoning to define and manage 'problematic behaviours'. He highlights this directly to the pupil concerned; however, he uses others to re-enforce his comments by citing the behaviour for learning policy to the whole class. During teaching Ken used verbal cues such as *'you know where I'm coming from'*, *'this is a school policy not my thinking'*, *'I need to prepare you for the work place'*. He often sits when discussing with pupil/s behaviour and uses a stern, quiet voice. He walks around the classroom circulating to check progress; he focuses equally on both girls and boys. Hands in pocket, sitting one leg on the table, relaxed stance.

The discussion seemed more reflective during the review of the lesson and as Head of faculty. During the review of his lesson 'Ken's' actions suggests that he adopts a different thought process when managing and defining, however, during discussion he states firmly that he sees 'behaviour' as a school owned policy. For example, he states that his *'... classroom's all about progress, it has to be, that's what they're here for; however, that doesn't just mean it's boring and they get on with their work'*. During this reflection period 'Ken' defined a different way of 'managing behaviour' than during our first discussion; he sees developing relationships as a process of managing problematic behaviours. For example, he highlights that *'a good relationship with the teacher in the classroom, banter if you like, is important in the classroom'*. This infers that he sees social factors outside of teacher/ learner is an important feature in managing relations... *'but it also means engaging and educating them in other things that aren't, I mean me and my classes we'll talk about things that have got nothing to do with IT, if it's an interesting point we'll talk about it, I mean that's education'*. He separates education, learning and behaviour management, which contrasts with School A's behaviour policy which explicitly links learning conversations specifically to learning and not other social issues or interests

During teaching Ken uses a seating plan which has an equal mix of boys and girls. Both Ken and Alan use the same seating layout: horseshoe shape around the edge of the classroom. Ken uses pupils' behaviour scores to arrange the seating arrangements. He noted that using this strategy to define seating arrangements is a

school and faculty strategy. He reinforced that he makes no personal decisions over where students sit.

What impact does the physical environment have on Ken?

Based on findings and literature it is important to review 'Ken's' physical environment, and if this influences his decision making. Figure 3.9 highlights the main area where 'Ken' manages his day to day duties as a teacher and Head of Faculty. The corridor is an important feature of the faculty, as it leads off the main dining area and is the main thoroughfare to the faculty. As seen on the image the far window allows natural light, looking onto the main school playing fields. During the observation period this was a communal area whereby 'Ken' and his colleagues would gather, especially during lunch and break. As seen in the image the corridor is narrow, providing access to six IT and business studies classrooms. Faculty policy expectations insist that all students are met, greeted and seated outside the classroom. All teachers were observed undertaking this duty.

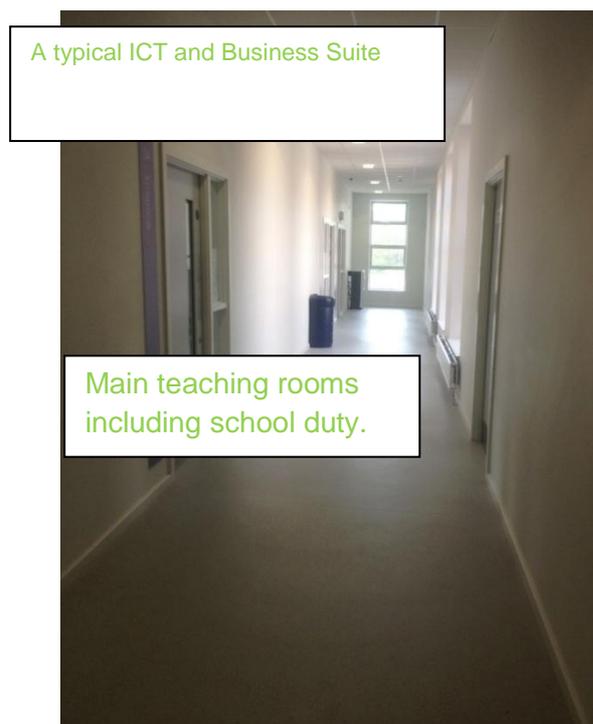


Figure 3.9. Ken's physical environment

Conversation and the need to engage socially with the pupil appeared to be an integral part of 'Ken's' management of 'problematic behaviour'. He stated a 'comfort' when he can use policy to easily manage behaviours, especially when there is a '*non-negotiating factor*'. He exemplified a discussion whereby if '*pupil progress was limited*',

and he could '*physically evidence this, through work*, it allowed him to explain a '*tangible reason to the kids when issuing a C1 or C2*' (behaviour system). However, an incident occurred which challenges this thinking. A pupil was referred to 'Ken' (Ken adopted a Head of Faculty role) after consistently failing to follow instruction and talking/ shouting out during teaching, (pupil referral on SIMS cited failing to make progress and follow the behaviour for learning policy). Referring to school policy would require 'Ken' to issue a sanction: making contact with home and faculty detention. However, in contrast 'Ken's' actions included 'reasoning and anecdotes': '*What made you laugh?*' '*Were you dicking around?*' '*Are you sure?*' '*You were, weren't you?*' The pupil responded by stating '*It wasn't just me messing about sir*'. 'Ken' then uses metaphoric language to describe pupils' behaviour: '*.....you're like a bad penny because when Mr S turned around and looks, O's not getting caught, you're getting caught and that'll happen nine times out of ten with you*'. At no point during this discussion did 'Ken' refer to or action the school policy. When asked to explain his approach 'Ken' stated that the following: '*It used to happen to me. Do you know what I did to stop it happening? Stop messing around*' He then exemplified his previous career as a footballer to re-engage and support his decision making process

*'When I was at C**, you'll like this, this is a footie story, when I was at C*** I kid you not, 23 hours, 59 minutes and I worked really hard. The second I started dossing around D would walk round the corner and catch me and then D would do that five or six times. I'd be known for bad luck but D would be going to the other coaches saying, 'He's a pain. Every time I see him he's messing around.'* It's true, every time he sees me I'm messing around but he only ever sees me one minute'.

When asked why he referenced his own personal thinking when referring to this incident Ken disagreed, stating that would not view behaviour through his own lens would always use school policy. He then ended the conversation with '*I still messed around I was just clever about it; I didn't do it when I should have been working I did it when I shouldn't have been working.*'

When asked further if the environment influences his actions and thinking towards 'problematic behaviours' Ken reflected for a short while and agreed that maybe it did. He supported this further by admitting that he found it easier to manage behaviours when on duty or patrolling the corridors '*outside in the corridors, or outside when I'm on duty I have to work by the school rules*'. This suggests that he does not like to adopt his own decision making when outside the classroom in relation to pupils' problematic behaviour.

'Pat' School B

Age	43
Years in teaching	11
Subject	Science and Maths
School responsibility	Head of Faculty
Qualifications	BA Hons, PGCE



Pat is employed as a Head of Science and Maths. This post involves contact with colleagues, parents and the senior leadership team. In addition, she holds a senior leadership position which involves tracking pupil progress in Maths and Science.

She has two daughters, aged twenty-three and eighteen, and she herself is the middle child of three sisters. She attended a local secondary school only a short distance away from the research area. She left school with 8 GCSEs, choosing not to continue with her education. She defines herself as having been a 'successful teen mother', having her first child at 18. She has experienced grief at a young age. Her father died unexpectedly when she was fourteen, which she said had shaped her belief that 'life's too short to worry about things you cannot change'.

She has had several jobs prior to returning to full time education, including hairdresser, checkout operative at a local supermarket and a bank clerk. She gained employment at School B as a newly qualified teacher (NQT). She has worked at the school for

eleven years, working her way to her current senior post. School B is Pat's only teaching position.

She defines herself as a 'local not stuck up' (field notes, 2014). She has a keen interest in house renovation and has a very close relationship with her two daughters.

Pat's definition of 'problematic behaviour'

Pat defined 'problematic behaviour' as:

- ✓ 'Cheeky' pupils who answer you back
- ✓ Pupils talking whilst I'm talking.
- ✓ Pupils not listening, with lack of concentration; pupils generally 'messaging around'

'Pat' demonstrated the examples discussed during her initial preliminary observation. During these discussions/observations it was clear that - although 'Pat' clearly linked her decision making to School B's policy - there was a clear tension between perception/knowledge of policy and the actions she took. In the classroom' Pat' produced or demonstrated more verbal actions/characteristics. For example, she communicated 'problematic behaviours' directly to the pupil/s involved, using language such as *'Erm, I've had enough of this. What did I say to you, no talking?'* Although she did reference the school attitude toward learning (A2L) policy and School B's code of conduct, this was sporadic, mainly focusing on a particular group of pupils. When discussing 'Pat's' grouping rationale she stated that she followed the school policy of grouping based on attainment (to aid differentiation); however, during the observed periods, pupils moved between groups, 'Pat' explained that this was a 'behaviour management' strategy encouraging kinaesthetic learning. Pat' used the reward aspect of the A2L policy encouraging pupils to win 'wowchers' for 'good work'. During the interview, 'Pat' discussed the schools A2L policy stating that although it was permitted in principle the *'senior management team don't see that it's the general behaviour of the kids. They are just naughty.'* She continued by stating:

'Well there's levels of it aren't there? It's that low level, irritating, everyone talks... and the kids are dead cheeky, they don't think it's... Well they'll answer you back.'

When probed further she provided an example of a pupil behaving in a *child-like manner'*

I could hear all this shouting and banging. So I went round and because this lad hadn't won the competition he was just having an absolute tantrum over it, threw all these straws everywhere and I just said stop there, go back and pick them up' (Pat).

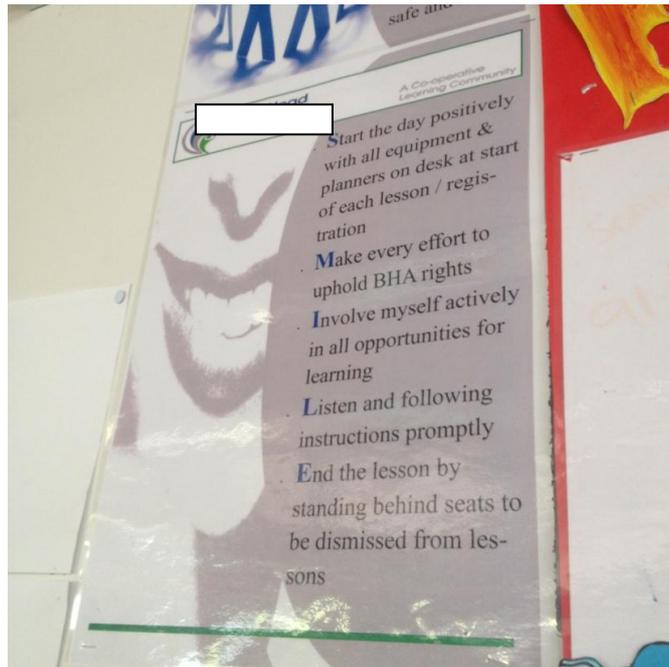


Figure 3.10. School B A2L behaviour policy.

During the observation, the 'end of the lesson standing behind the seats' was not implemented, although planners on desk and equipment was observed. However, the one aspect of the policy adopted was 'listen and following instructions promptly' and 'Pat' added 'not talking whilst teachers talk'.

Interestingly, during 'Pat's' taught observation although she circulated, she focused her attention on one particular group of pupils: 1 girl and 3 boys. During this period 'Pat' presented what appeared to be negative questions, examples such as '*what are you doing?*', '*Who said that you could do that?*', '*How come it's you again?*'. She framed these statements and behaviours during the practical session and didn't seem aware of other behaviours occurring. She also changed her stance when addressing this particular group, using non-verbal body language such as standing over the pupils and discussing tasks with arms closed and a loud decisive tone of voice.

Throughout the research period Pat was observed in two different roles: as a Head of Faculty and a teacher managing behaviour in her own classroom. When asked to reflect on her own behaviour definition she feels she is 'fair' and manages behaviours

'fairly without prejudice'. When asked to expand on this point she stated that she makes her own judgement about pupils and steers away *'from staff room gossip'*. However, Pat's reflection when viewing the video footage taken of her year 7 science she was visually alarmed at her own personal use of *'feelings and thoughts'* rather than observing school policy. She exemplified this alarm through the frequent negative dialogue with a female pupil, and during the feedback footage *'Pat'* acknowledged *'targeting particular pupils'*. During discussion, she felt that this was due to the physical attributes or *'size'* of the pupil'. She stated that she expected more from her based on her larger physical appearance (expectations that she should be more *'mature'* were also discussed). *'Pat'* saw that all the decision making did not link to the school's A2L policy, but was driven by *'her own personal feeling.'*

Towards the end of the recording *'Pat'* continues to think about her actions, particularly this pupil she relates to in an incident on the footage in which this particular pupil pulls a face behind *'Pat's'* back, following *'Pat's'* disapproval of her: *'...but she'll give it me back...Oh what a madam, you can see why I don't like her'*. She ends the interview stating *'I'm watching for her and trying pre-empt her doing stuff'*.

In contrast when discussing *'Pat'* as a Head of Faculty differences in her behaviour management begin to emerge. For example, she states she feels that she is supportive of colleagues and policy, *adopting a subjective stance*. When asked why *'Pat'* stated *'I am most probably the final stage for the 'behaviour' - I have to see both sides, teacher and pupil', 'I guess I'm more "tolerant", 'I definitely use less verbal language and more 'action' and auditory cues when managing colleague's problems'* *'Pat'* definitely concurred, acknowledging *'Yeah I think so, yeah. Well I've, I support, well I have supported in A's class and I'll go in anybody's classroom and deal with and I don't, don't necessarily b*** them, I'm just like what are you doing that for? Is that the right thing to be doing? Come and sit in my room out of the way and try and take any sort of pressure out of the situation if it's, especially if it's somebody else's.'*

What impact does the physical environment have on Pat?

During our first meeting Pat showed me around the Science Faculty. She proudly identified the seating / communal area (Figure 3.11) stating that she created this space for pupils and staff to work together. She stated her aim was to encourage *'working together'*, sharing a public workspace which was productive for both communities (staff and pupils). She was clear to point out that the communal area was for upper school only. She suggested that younger years (7-9) were not *'mature or sensible enough'* to work in this *'environment'*. Pat suggested the science communal area conveyed the

sense of science community staff and pupils both working together, developing a better understanding of each other. She thought this approach was successful in relation to behaviour management, citing ‘she never really had issues or cause to manage ‘problematic behaviour’” even during break and lunchtime.



Figure 3.11. The physical environment

The communal area promoted School B’s A2L policy (Figure 3.12). When discussing the relevance of this in the outside space ‘Pat’ referred to ensuring that she supported the ethos of the school and senior leaders. When asked if this was a whole school vision ‘Pat’ replied *‘their vision isn’t something that I share but I uphold it as expected’*. This is interesting and will be explored in chapter four, as it may indicate different processes and lenses to define and manage ‘behaviours’.

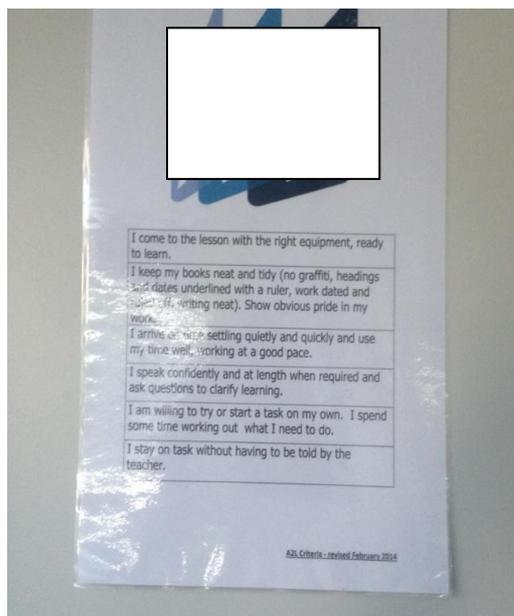


Figure 3.12. School B’s behaviour policy on display

Tracey' School B

Age	39
Years in teaching	10
Subject	English
School responsibility	Second Head of department
Qualifications	BA Hons, PGCE



Tracey is a teacher of English and second in department at School B. She attended a secondary school local to the research area and gained 8 GCSEs and A levels. She has held several jobs prior to teaching which were mainly in the service sector. She defines her childhood as 'idyllic but disjointed'. She has a sister, both adopted at birth. She is married to her childhood sweetheart, who served in the RAF before joining the police force. They have one daughter aged 12 years.

Her final teaching placement (where she also gained her first post) was the school she attended as a child. She has taught for a total of ten years, including 2 years at School B.

She describes herself as 'liking the young people, but hating the politics of schools' (field notes, 2014). She has a keen interest in the arts and sees herself as a 'frustrated artist' (field notes, 2014).

It is important to note that Tracey was very forthcoming and eager to participate during the research period. She was keen to engage in dialogue, which generated a large body of data.

Tracey's 'problematic behaviour' definition

Tracey was observed mainly in her classroom, preferring the *feeling of comfort it provides*'. Tracey defined the following examples as 'problematic behaviours'

- ✓ Pupils not focused on their work; lack of pupil engagement in lesson which affected academic progress
- ✓ Pupils being 'gobby'; having a poor attitude.
- ✓ Pupils speaking when someone else is speaking
- ✓ Pupils talking –'nattering'

Tracey' is a teacher of English, with responsibility for key stage three (yrs7-9). Within this role she is responsible for teaching and learning, progress and attainment. She supports six English teachers and teaches 36 periods a week across all year groups. She is located on second floor next to 'John' and the Maths faculty.

For the duration of observation period 'Tracey' was mainly situated in her classroom, preferring the *feeling of comfort it provides*'. During her observation 'Tracey' used a lot of verbal/ physical cues and dialogue to manage 'problematic behaviours'. Examples included 'finger flicking', pointing and waving. During teaching 'Tracey' very rarely circulated the class, preferring to teach from the front of the classroom. Captivatingly, when I asked why this is she defined the front as her '*stage, seeing pupils as the audience*'. Reaffirming this was the layout of the classroom: desks in three long rows facing forward. When the pupils entered the room, she did not 'meet or greet' them outside but held impromptu conversations with them, discussing '*weather, last night's TV and today's learning*'. She also addressed more boys than girls, adopting 'humour'

She was very definite in this approach and didn't see herself deviating from these standards. Similarly, she linked teaching and learning towards managing 'behaviours' and saw the benchmark of measuring her success through Ofsted '*You have to accept that Ofsted's there for a reason which you either do or don't accept*'. She was very clear in directing her thinking towards those teachers that inconsistently apply policy when there are influencing factors: '*I find it very galling and very annoying to know that people do just put on a show and, I mean, a full on, 'I'll adhere to all of the discipline policy, to this, I'll adhere to that.'*... surely the kids are worthy of having that all the time. You're doing them a disservice and you're doing yourself a massive professional disservice if you're not living up to that'.

Throughout 'Tracey's' lesson replay she reflected upon her body language and disposition with the pupils. She noted her use of non-verbal cues: *'I tend to use non-verbal cues; I click my fingers because often it interrupts what I'm saying or what somebody else is saying. So I'll just click my fingers and point and they'll come back down again, but again, to be honest a lot of the time it's whether or not I notice, if I'm being honest'*. 'Tracey' highlighted her 'dominance' in the classroom especially towards those that may present 'problem behaviours'. During the reflective interview she noted a resemblance between herself and the pupils who may pose an issue. She cited 'nattering' as a 'problematic behaviour'. In the reflective interview 'Tracey' elaborated on the types of behaviour that she viewed as problematic. For example, she considered behaviour with two differing lenses, 'overt' and insidious: *'I sort of split it into two sections like overt; it's either overt good behaviour or overt misbehaviour. I hate to say it but I classed it as insidious, either insidious good behaviour'*. She continued linking both types back into learning.

'On the surface they don't appear to be doing much but in reality they've done tons, or insidious bad behaviour where they appear to be doing loads but actually do very little.'

Although this complies with the A2L policy when reflecting on the video and semi structured interview the findings suggests that 'Tracey' also views behaviours through different lenses including a personal lens. Similarly, to 'Pat' she conforms to the school rules as a matter of course although she doesn't necessarily agree to all of them:

'I follow school rules because I have to because otherwise you get the whole knock on effect of, 'Oh well, Mrs such and such a body doesn't let me do that.'

She provides an example of not allowing pupils to listen to music as something which she opposes; however, she states that she would challenge a pupil:

'Like I would personally allow things, because I don't care if someone's listening to their headphones while they're working because I think it allows them some time on their own, it's a bit of peace within their own little environment and that's fine'.

Asked whether she would allow it:

'No I can't because the next teacher who's trying to do whatever task might need them to not have their headphones in and for then that child to turn round and say, 'Oh well, Mrs H lets me do it.'"

This answer reflects the initial thinking that 'Tracey' sees pupils in a holistic way, not in the silo of her classroom. However, when discussing if her outlook and strategies differ

based on the age (i.e., year group of the class or individual), she agreed that they did, and that she did allow her Year 11 revision group use of the radio or personal listening devices (during their after school revision session). This demonstrates an important observation: that environmental factors may influence teacher's decision making.

Again, the findings are in conflict with the initial thinking of the teachers. All through the semi-structured interviews and discussions 'Tracey' was clear about the strategies she would adopt to manage 'problematic behaviours'. For example, she stated:

'When in a confrontational setting we have had discussions whereby they've suggested things that would not be my first nature and on occasion I can...I'll always listen, I'll always hear their point of view and quite often, if I'm honest, I shall offer them an alternative to that, but a lot of the time you just have to accept that people are different and people do have different core values and essentially, I don't know, I suppose it's like taking a horse to water really. I try and give them the best that I can in terms of setting a good example and encouraging them to be a productive member of society, not necessarily my views but the bigger picture.'

Nevertheless, during an incident with a pupil who was '*consistently nattering*' 'Tracey' issued a sanction '*... I gave them a verbal reminder...*' She highlighted that she '*would and has made allowances*' if a pupil who is presenting with the 'behaviours' 'Tracey' has deemed to be problematic was scholarly then she would be persuaded to amend her decision making:

'On the flipside what I find more surprising is there was one girl in this class who for the start of the year I just wasn't that keen on. Because I felt that she was a little bit 'gobby', a little bit too brash, a little bit too cheeky and all of those things. Yes, and I hate to say it but what changed my mind about her was her work because in spite of my perceptions of her she produced brilliant work.'

This constitutes a very honest reflection from 'Tracey' in which she highlighted that her feelings had interfered with the management of the pupil, '*...yet emotionally I wasn't expecting that because I just didn't take to her*'.

Tracey and the physical environment

When pupils entered the room, Tracey 'met and greeted pupils similarly to Ken holding impromptu conversations, discussing weather, last night's TV and today's learning'. When probed about this more personal approach she said 'I see them as young adults, I'm interested in their life... you don't just pass somebody in the street and say tuck your shirt in, tie fastened up, do you? You engage in meaningful conversation. Well I do...' Both in the class and around school Tracey had dialogue/spoke to more boys

than girls. She often used humour as a starting point to conversations. Generally, pupils engaged positively with Tracey and acknowledged her challenge towards their 'problematic behaviours' with less confrontation.

Tracey used the room as a teaching aid, interacting with the learning environment to facilitate learning. When I enquired about her use of the classroom she stated that she felt it 'necessary to use the walls and features to aid learning; helping them to keep on track, 'not get bored'. I'm familiar with pupils' off task glances, I know what I'm looking for'.

'Dave' School A

Age	36
Years in teaching	9
Subject	Design and Technology
School responsibility	Head of Year
Qualifications	B Ed Hons



Dave is a Design and Technology (DT) teacher at School A. DT is his main teaching subject, with two hours per week of Art. Dave currently holds a middle leadership post as Head of Year 8.

Dave has three of his own children, who are aged five, three and eighteen months. He himself has two siblings, both girls, and was raised in the south part of the country. Dave is part of a military family; his father was in the army and Dave himself was in the engineering corps for five years.

Following his career in the Armed forces 'Dave' worked as a teaching assistant as a Design Technology technician. He stated that this is where he decided 'teaching was the career for him'. He completed a B Ed Hons degree in Design and Technology (DT) in the north of the country, and accepted his first appointment in inner city Birmingham. He has been teaching a total of nine years, with the research school being his second teaching post.

Dave describes himself as 'understanding of the pupils needs and backgrounds, as a lad from a council estate'.

Dave's 'problematic behaviour' definition

Dave identified the following as 'problematic behaviours':

- ✓ Pupils lack of engagement in learning
- ✓ Pupils lack of school equipment and coming to school prepared
- ✓ Pupils talking whilst 'Dave' was talking

Dave' is a teacher of DT and Art. In addition to his teaching role he is a Head of Year which involves contact with colleagues, parents/carers and external bodies such as teen pregnancy, education welfare officer and alternative providers. He supports six other form tutors and teaches thirty-six periods per week, with six hours allocated for his Head of Year role.

He is located on the lower ground floor of the main school building, next to 'Alan' and 'Ken' in the ICT faculty.

During teaching 'Dave' circulated the class asking 'why and what' when disseminating a 'behaviour'. He tended to speak more to the boys than girls, using loud decisive intonation. In the classroom 'Dave' uses verbal cues and dialogue to manage and communicate 'problematic behaviours'. He highlights this directly to the pupil concerned citing the 'behaviour of learning policy'. 'Dave' has a seating plan; however, there were deviations from this as the lesson observed was a practical lesson. There was an equal mix of boys and girls.

During the observation period Dave indicated that he used the school policy to frame problematic behaviours. For example, he stated that 'chewing' and 'lack of engagement in the lesson' were situations where he would adopt the school policy. However, during the observation it was noted that Dave did not pick up on a pupil who was chewing. In the classroom Dave uses verbal cues and dialogue to manage and define 'problematic behaviours'. He uses the room and learning environment during teaching, walking around the room, circling pupils, using language such as *'Hmmm, guys, are we listening? I don't think we are; focus please, eyes to the front pens down'*. Dave's pitch and tone becomes more assertive as he repeats himself. 'Dave's' reflection on his lesson observation field notes and verbal recording indicated that he used more verbal cues when discussing/directing pupils. There was equal use of verbal/non-verbal communication for both genders; however, it was noted 'Dave' used more non-verbal language such as pointing at pupils that presented 'problematic behaviour' such as 'off task' and talking.

During the observation Dave talked to both girls and boys equally. However, it was noted 'Dave' used more non-verbal communication with the boys, for example 'pointing' when managing a 'problematic behaviour'. This was observed when he was identifying a pupil who was 'off task' and another for talking.

Although 'Dave' cited his compliance towards the 'behaviour for learning policy' lesson observation evidence suggested otherwise. For example, it was clear during teaching

that he adopted a more defined prescriptive way of managing behaviour: *'I think if I haven't spent the first few weeks setting out the behaviour, so the routines and structures and the kids know this, the element of trust from me, if they haven't got all that first I can't teach them. They can't learn in my lessons'*. Conversely, during his head of year role 'Dave' used family settings, pupil thoughts and feelings to influence his decision making. He inferred during discussion that he is more inclined to view things/ behaviours differently for example during this role he stated that he may be more aware of extenuating circumstances such as family matters, bullying incidents, etc. He did confirm that he would always use the behaviour policy as a guideline but would be more inclined to take into consideration 'the effects this may have and adapt accordingly' when asked to give an example he said *'No, not really, don't...I'm not saying I'm a rule breaker, don't get me wrong, I will bend the rules if need be, but if I do bend the rules or break the rules it's always...I've got to justify it in my head first and there's got to be a reason for it, so...because I know that if I do break the rules with something I know that I'm going to have to justify it to somebody else. If I've removed a child out of a room rather than putting him into isolation I know that that member of staff's going to question me on it and there's got to be a reason for it. So I have to go back...Yes. so, I have to go back to that member of staff afterwards and go, yes, right, that child, yes, got themselves a three, they should have gone to isolation because they've failed faculty remove, however what you don't know is, because you haven't got the relationship with them, grandparent passed away two days ago'*.

Dave and his physical environment

Dave circulated the classroom asking 'why and what' when noticing problem behaviours. He tended to identify more with the boys than girls displaying problematic behaviours. Dave does not have a designated teaching room. During the initial observation Dave stated that he groups the pupils together to encourage peer discussion and interaction. He sets up room as above into small working groups, as he feels that this encourages pupils to create 'social fusion'. This is a contradictory point as he stated that a problematic behaviour would be pupils talking whilst he/others talk, and yet he was encouraging a social environment. This leads thinking around heuristics playing a part in decision making when things not clear cut. It also demonstrates tension between policy and practice.

'John' School B

Age	36
Years in teaching	2yrs
Subject	Maths
School responsibility	None
Qualifications	BA Hons PGCE



John teaches maths at school B. He does not have any school responsibility and teaches 38 periods per week. He is married with one child. John attended the research school as a pupil, gaining 5 O' levels. Following school he attended a local college, studying for a B TECH in Business and Finance. John found work in retail becoming a store manager for a large national 'do it yourself' (DIY) organisation. Following a number of years working in the retail sector, John left and commenced further higher study at a local University. He is currently in his second year of teaching, having successfully completed his NQT year.

He describes himself as 'naturally adapting to the classroom' with an 'affinity' for the young people from the research school area, having been 'born and bred' there (field notes, 2014). He has an interest in sport and DIY and is of tall stature.

Johns 'problematic behaviour' definition

John exemplified the following as 'problematic behaviour' during the observation period

- ✓ Pupils not following instructions and not listening
- ✓ Pupils not working to their full potential
- ✓ Pupils talking whilst he talks

In the classroom 'John' does not use many verbal cues to define behaviour. During the observed period he tended to focus on pupil 'learning', ignoring many 'distractions'. Examples included pupils shouting out, off task discussion and swinging back and forth on chairs. John seemed shocked when watching the video footage especially during

the 'chair swinging' and pupils speaking whilst he was. When asked how he felt/ thought about this 'behaviour' he seemed perplexed as to why he hadn't spotted it; he stated he would '*look out for it next time he sees them*'.

During discussion he identified with the school's attitude toward learning (A2L) policy, pointing to it on his wall. He stated it as his '*main reference point*' for managing 'problematic behaviour'. Throughout the research period John attributed his decision making to the school framework. Although he mirrored school examples such as talking as examples of problematic behaviour, at times the observations did not support this.

John and his physical environment

Included in his rationale for the management of behaviours was his class seating plan, which he shared at length. He supported the structure of pupil grouping as 'one based on 'attainment'. Closer observation of the plan highlighted the 'grouping of pupils with gender biases'; mainly boys at the back of the classroom, and girls towards the front closer to John's main teaching space (6).



Figure 3.13. Corridor/ atrium outside 'John's' classroom department

During teaching 'John' was very active in the classroom, circulating with all pupils. However, 'John's' particular focus on one male pupil was noted, and for the purpose of this illustration I will refer to him as pupil 'T'. One particular observation featured 'John's' inconsistency in allowing pupils to go to the toilet. When 'pupil 'T' requested to

6 The group observed was a year 7 middle set maths group (level 5c-5a). A total of 25 pupils 11 Boys, 14 Girls

go to the toilet 'John' repeatedly ignored his request. After several attempts by 'T' to gain 'John's' attention (hands up, Sir) 'T' asked to go again and 'John' said 'no'. 'T' cited that this was unfair but 'John' ignored 'T's' comments, continuing to communicate to other pupils. Approximately ten minutes later, a female pupil (pupil 'S') asked 'John' if she could go to the toilet, 'John' asked her if *'she could wait'*; she responded *'no sir I'm desperate'*. 'John' walked towards the front of the classroom and passed her his set square, ('John' later explained that this ensures that if the pupil is seen outside of lessons - school policy does not allow pupils out of lessons unless extenuating circumstance - the senior staff/ other members will recognise that the pupil has teacher authorisation) pupil 'S' went to the toilet.

When probed over 'John's' refusal to allow 'T' to the toilet yet pupil 'S' was allowed, 'John' stated that *"T' never puts effort into the lesson, he's able but lazy"*. He then compared 'T' to another student he had written about in his journal, 'H'.

25th March 2014

H refused to be buddied, had to call sweep that came this side of Christmas for change.

I have threatened to speak to SC FC about his poor behaviour. This seemed to get his attention, at least for the moment. H is an unusual one, alone he wants to be my best mate but in classes he feels the need to be the clown. It must be some kind of attention thing. We talk regularly in after school detentions. I tell him some home truths about the real world and how he needs to take school more seriously, he always responds with the same nods and promises. In the next lesson he is great, a gifted mathematician, then following lessons show no difference.

Following this reflection 'John' then discussed the schools A2L policy, although he stated that 'it was ok in principle he felt that the *'senior management team don't see that it's the general behaviour of the kids'* this seemed to contradict earlier findings, but mirrors both 'Tracey' and 'Pats' feelings.

During 'John's' reflection of his lesson and his journals he did feel that he shared his own personal thinking, stating that would 'not just view a behaviour through a school policy lens, but would also use his own judgement. At this point in the discussion 'John' appear to be more reflective especially when reading his personal diary/ journal, however, when pressed to discuss in more detail the toilet decision making, he simply rephrased 'T's' lack of commitment, and 'attention seeking' strategies.



Figure 3.14. Display / information T.V situated in the reception area and at the entrance to John's faculty. Information appertaining to whole school and subject displayed. Content controlled by Head of Faculty and Senior Leadership Team.

Having presented each case study, we can now turn to exploring the data, beginning with how the teachers defined 'problematic behaviour'. Table 3.1 highlights teachers' definitions of problematic behaviour. This table extracted data from both the initial teachers' questionnaire and what they defined as a 'problematic behaviour' prior to any observations or discussions. In Chapter 4 a set of lenses is introduced to help make sense of teachers' decision making processes in relation to behaviour.

Table 3.1. How teachers defined 'problematic behaviour'

<u>Teacher</u>	<u>Pupil actions which teachers observe as 'Behaviours' within their classroom</u>
NONE	Physical aggression
P,D,A,T,K	Noisy or illicit talk
P,D,A,T	Inappropriate pupil movement
P,D,A	Pupils' inappropriate use of materials
None	Damage to equipment/materials
P,T, D,A,K	Talking without permission
None	Physical aggression towards another pupil
P,T	Defiance to teacher
P	Refusal to move

Key- P=Pat, D=Dave, K=Ken, T=Tracey, P=Pat and A=Alan

None of the six teachers identified or indicated 'physical aggression' towards themselves or others as 'problematic behaviours' nor did any of the six respondents define damage to equipment or materials as behaviours which are 'problematic'. This is because these sorts of behaviours were not regularly occurring in either school. All six saw noisy or illicit talk and talking without permission as problematic with Pat, Dave, Alan and Tracey defining inappropriate pupil movement as 'problematic'.

This chapter suggests that school policy makes little difference to what teachers do. For example, during pre-observation interviews both Alan and Dave said they would act upon behaviours such as 'chewing, talking and lack of focus towards 'learning''. However, during the observation period what teachers actually acted upon were behaviours such as pupils 'not listening, lack of homework and lack of equipment' as problematic for them.

Despite these behaviours happening it would also be a reasonable assumption to suggest that the length of teaching experience impacts upon how behaviour is identified and managed. For example, the longer a teacher has taught the more sophisticated that teacher's judgement becomes. However, this was not evidenced in the research.

What is particularly interesting is how teachers processed and managed 'behaviours' and how they demonstrated different tolerances towards these behaviours they deem as 'problematic'. It appears that teachers do adopt different heuristics as identified through the literature (see Chapter 1 and Appendix A). Therefore, a clearer

understanding of how and why teachers select the lenses to identify and manage a problematic behaviour is needed. The following chapter will review how factors such as classroom environment, teachers' job role and the pupils' 'sex' may unconsciously influence their management and decision making.

Chapter 4

Data analysis

The detailed study of six teachers in two schools presented in Chapter 3 demonstrates that there is variation between the teachers in the way they identify problematic behaviours and subsequently manage them. Chapter 4 sets out and explains how these teachers draw on a variety of 'themes' in their definitions and explanations for their actions. These lenses can be used to further explore the espoused and enacted behaviour of the teachers. This chapter will discuss these lenses in greater detail - defining what lenses have been identified in the research, and how they are used by each teacher.

From themes to lenses: The process to define the nine lenses

The data suggests that what teachers say and what they actually do in relation to behaviours deemed problematic may be influenced by a range of factors.

The first stage of data analysis was to break down the data into common themes. To achieve this, I immersed myself back into the data, reviewing the transcripts, journals, blogs and my field notes, until I understood what the data was telling me. There were rest periods to enable renewed perspectives and energy. Following my individual depiction of the data, it was partitioned into themes using four steps. These steps (Figure 4.1, below), commenced by analysing the data against the existing literature. I looked for common themes in the data, for example pupil gender linked to teachers' decision making and management around problematic behaviour.

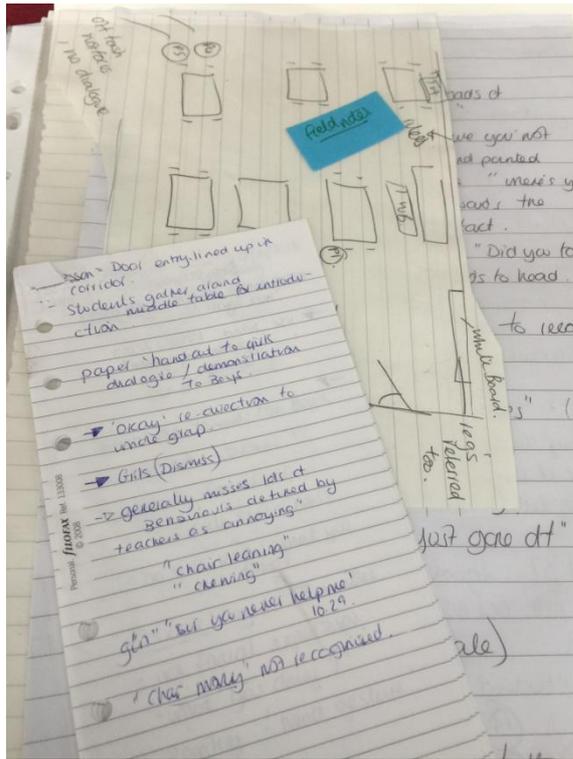


Figure 4.1a. Step 1: Incubation period – immersion in/reflection of the field notes gathered during video, observation, and journal completion.

What I Saw	Gender	Soc class	Family Knowledge
Physical aggression	*		
talking out of turn	*		
inappropriate use of material			

Figure 4.1b. Step 2: Table used to capture and illuminate the data, constructed with reference to the literature.

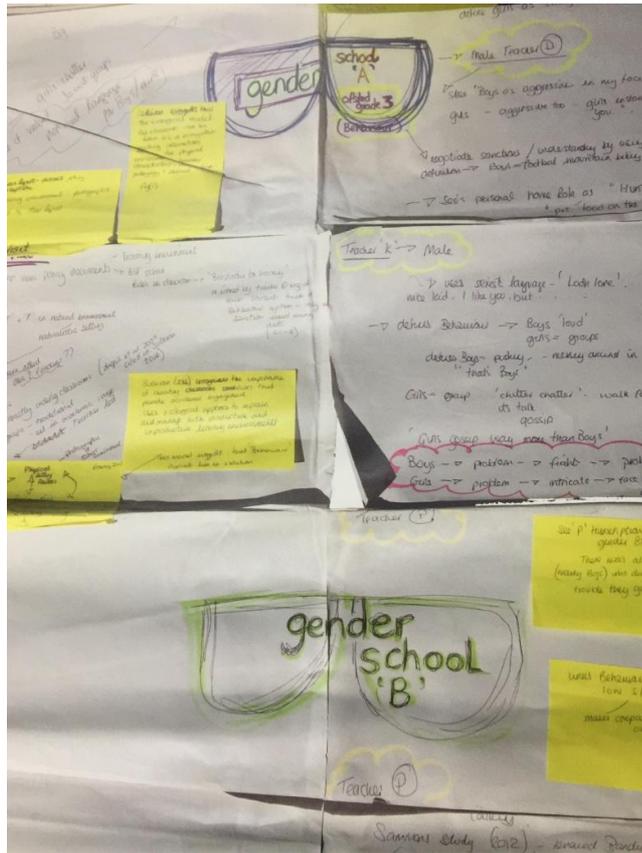


Figure 4.1c. Step 3: Use of visual material to assist in the illumination period.

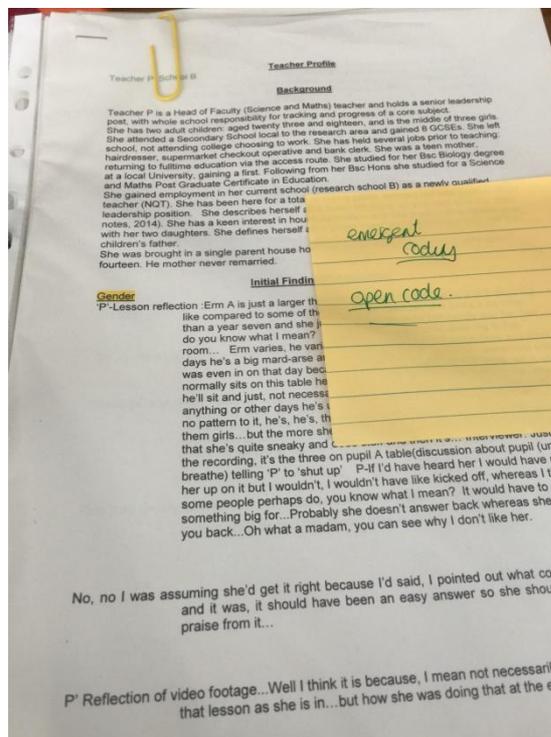


Figure 4.1d. Step 4: Explication of the data – identification of the nine lenses from analysis of themes.

From this process, nine distinct lenses were identified that the teachers routinely drew upon when identifying and managing problematic behaviours. These are represented in order of frequency of use by the teachers (Table 4.1).

Table 4.1 Themes teachers adopted when defining and managing pupils' problematic behaviours (shown in order of frequency of use).

<u>Lens</u>	<u>Data source</u>
1) Personal life experience (including parenting and being parented)	Video footage, field notes, journals, interviews
2) Pupils' gender	Field notes, interview, blog (John) and journal, questionnaire
3) Job role	Interviews, field notes, SIMS data
4) Classroom environment – including layout	Field notes, video interviews, observations, SIMS data
5) Pupils' productivity	Field notes and interviews, SIMS data
6) Attainment	Interviews
7) Key Stage	Journal, questionnaire, interviews and observations
8) Subject	Questionnaire, interviews
9) Pupils' physical features	Field notes, video footage, observations, journals

Some of these factors are highly individual, which means that each teacher will have an individualised response to the behaviour they encounter in the classroom. Table 4.2 below shows which teachers adopted which of the lenses during observation. The accuracy of this information was also supported by the data imputed by the teachers on SIMS. SIMS data is the school method which teachers use to monitor behavior. Pupils start the lesson with a behaviour rating of 2 (Good) and move between 1 (Excellent), 3 (satisfactory) and 4 (unacceptable). During stages 2 and 3 SIMS data was added to the findings to help illuminate what teachers were seeing as problematic behaviours.

Table 4.2. Lenses used by the teachers to define and manage behaviours observed in practice.

<u>Lens</u>	<u>Teachers</u>
1) Personal life experience (including parenting and being parented)	Pat, Alan, Tracey, Dave, John, Ken
2) Pupils' gender	Pat, Alan, Tracey, Dave, John, Ken
3) Job role	Pat, Alan, Tracey, Dave, John, Ken
4) Classroom environment – including layout	Pat, Alan, Tracey, Dave, John, Ken
5) Pupils' productivity	Pat, Alan, Tracey, Dave, Ken
6) Attainment	Pat, Alan, Tracey, Dave, John, Ken
7) Key Stage	Pat, Alan, Tracey, Ken
8) Subject	Pat, Tracey, Alan
9) Pupils' physical features	Pat, Tracey

In order to understand what types of lenses were used during teachers' definition and management of problematic behaviours, each lens will now be outlined further with examples of how they were used by teachers.

The types of behaviours contained in the lenses were observed in my own practice through my management and definition and my colleagues. Observed behaviours included the gender of pupils and their types of problematic behaviour. Examples I observed included physical definitions (e.g., boys being boys, rough play), verbal definitions (e.g., girls arguing) and bringing other outside social issues into school. I also experienced teachers' behaviour definitions and management using their personal experiences and opinion: the personal lens. For example my colleagues managed a certain behaviour which they defined as familiar to them and their experiences: in essence teachers seeing themselves and their response in the pupil.

It is also important to note the findings presented in the original literature review (Appendix A) which raises issues regarding the interpretation, perception and enactment of behaviour policy.

Consistent with initiatives such as the Steers (2005) review of problem behaviour, certain behaviours such as calling out and name calling were cited as problematic. Although these examples are currently referred to by all respondents as problematic, neither School A nor B have a policy regarding behaviour which suggests how to consistently manage these behaviours. Reference is made to managing behaviour which impedes learning (School A and B behaviour policies section 2, which cites using scores of 3 and 4 on the school systems; SIMS). As indicated in the current literature, schools still require teachers to make considered behaviour judgements but it appears that there is no single solution to the problem of problematic behaviour. Both national and institutional policies encourage teachers to recognise consistency in 'implementing good practice in learning', concerning teaching and behaviour management. However, when viewing the literature discussed in appendix A and evidenced through this study's findings, teachers' problematic behaviour definition and management may need to acknowledge and reflect on how what is said may be inconsistent with what is actually done in response to perceived 'problematic' behaviours in school.

There are of course the differing factors which have shaped the possible disparities towards 'behaviour' understanding and possibly teacher tolerance. Both national and institutional behaviour policy has made attempts to categorise, and at times, prioritise pupils and their problematic behaviour, for example, by providing teachers with a step

guide when implementing the behaviour for learning scores. However, common definitions and guidance available to teachers outside of the classroom seems at best limited and at worse, non-existent (NFER, 2012).

There is also evidence indicating that the way in which teachers identify or frame the causes of 'behaviours' is strongly influenced by their own personal cognitive and emotional responses (Poulou and Norwich, 2002). What a teacher states or does not state could be a key factor in developing more successful outcomes for pupils and their problematic behaviours. As previously cited in the original literature review, Blackman (1984) indicated that 'teachers are the important social agent in the classroom and that they are the ones who can make a difference when classroom behaviour is problematic'. There is also the consideration of gender of both the teachers making the behaviour decision and the pupils presenting with a 'problematic behaviour'. The initial findings have suggested that gender plays a part in decision making; however, it was pupil gender that was a dominant feature and not particularly the gender of the teacher defining or managing pupils and their problematic behaviours. This was an interesting feature, which, although considered in the literature, is typically unrecognised in policy guidelines.

Lens Definition and Teacher usage

Lens 1: Personal experiences

The most frequently used lens was the teachers' personal experiences. This included reference to their schooling, parenting and being parented. All of the teachers were parents and talked about their perceptions of themselves as parents. They also referenced being parented. During the research period all six teachers used this lens. For 'Dave' this was a prominent lens and he used it on twenty separate occasions; particularly when discussing his pastoral role where he used his own skills as a parent and experiences of being parented. It was most prominent for him in relation to his espoused views of behaviour; examples are provided later in the Chapter.

Lens 2: Pupil gender

The pupil gender lens dominated teachers' thinking and actions towards behaviours. However, it is important here to note that although the teachers used features of gender to define behaviours, the first initial definition was often made using the biological 'sex' lens as identified in Chapter 1. This is important to note as sex is

commonly defined as the state of being male or female, typically used in biological definitions. During the observation phase all teachers observed and described problematic behaviour primarily through a 'sex' lens before enacting a 'gendered' response. All six teachers initially used male and female attributes before making links to cultural and social definitions. Often this mapped on to espoused male and female stereotypes. Both Ken and Alan described behaviours such as 'boys being boys' and girls' 'bitching'.

All teachers used very simplistic approaches when describing behaviours through this lens. For example, Tracy and Pat mainly used pupils' physical attributes, disregarding transgender, gay, lesbian and racial concerns. The findings also demonstrated that the teachers used their own expectations of what 'girls and boys should do' (Alan and Ken). For example, during the observation and post reflection discussions, Ken, Alan, Dave and Pat clearly set learning objectives linking tasks and outcomes to gender. This was evidenced by Ken and Alan setting tasks using gender, asking girls to study shopping and boys to research football.

Lens 3: Job role

The job role lens refers to which aspect of their professional roles the teachers drew upon when identifying and managing pupils' problematic behaviours. In addition to their classroom teaching roles, they also held roles such as Form Tutor, lunch / break supervisor or were in charge of pre / post school duties. Data analysis suggested that the respondent teachers with additional management responsibilities were more inclined to think about their actions and behaviour responses in more depth. This was exemplified by Dave and Alan who said 'as a head of year your decisions impact on more people, so you have to get it right' (field notes).

Lens 4: The environment

This lens particularly focused on the main working environment of the teacher, principally their classroom. It includes factors such as class layout, position and use of furniture, pupils' seating arrangements, (teachers' seating plans), teachers' use and location of behaviour management visual aids and proximity to other areas, for example toilets, other colleagues and outside space. This lens also noted how teachers interact outside of their own classroom, including out and about around in school and if teaching in colleagues' rooms.

All six teachers were observed in a classroom setting, and during their other roles which took them into the hall, dining area and outside in the playground. It is important to note that all teachers were observed in their own classrooms apart from Dave, who was observed in the food room and art room. The findings suggested that all six used their class layout, especially seating arrangements, to both define and manage problematic behaviours. Tracey chose to arrange the seating of pupils based on developing positive peer interaction and raising attainment scores. During the observed lessons 'Tracey's' pupils were arranged in 2 distinct rows facing the front of her room: girls mainly to the front, closer to her teaching desk, and boys mainly populating the rear row. This arrangement created an obvious sex distinction and also demonstrated a greater physical distance between the boys and Tracey.

Pat and John used the school 'Behaviour for Learning' policy to place pupils. Using the scoring protocol in the policy these teachers placed pupils with higher behaviour scores towards the front of the classroom. Ken and Alan (School A) chose this method. Both classrooms were arranged in a broadly similar way: pupils situated either around the computer tables or in a horse shoe facing outwards away from the front of the classroom. Post observation Alan and Ken both stated that having pupils with higher 'problem' behaviour scores grouped together and closer to them helped manage and pre-empt problematic behaviours.

Lens 5: Pupil Productivity

This lens relates to the amount of work pupils completed during a set time or lesson. Teachers judged pupil productivity against the outcomes set for each lesson. It is important to note that, during the research period, none of the teachers provided individual differentiated tasks for their pupils as stated in each school's 'Learning' and 'Behaviour' policies. This potentially has implications for pupils' behaviours, as a lack of differentiation is unlikely to cater for all pupils' needs. All teachers operated the behaviour for learning approaches when assessing pupil progress. Teachers clearly identified when they thought pupils did not meet set targets and behaviour points or warnings within the sanction system were used. This approach was consistently observed in Pat, Ken's and Alan's lesson. Although none of the six teachers explicitly stated what was expected (quantity of work) from each pupil, Tracey and Jon set out a minimum expectation at the beginning of the lesson, but did not return to this during the lesson.

Lens 6: Attainment

Lens 6 is closely linked to pupil productivity (lens 5). However, lens 5 focused on progress in an appropriate lesson decided by the teachers, whereas lens six links to national progress descriptors such as level descriptors or GCSE examination assessment. This lens defines the expectation that all pupils make the required academic progress during each lesson. This includes the speed and pace of pupil progress during learning. It is expected that all pupils make progress in line with attainment descriptors and school/Ofsted expectations (levels for KS3 and grade descriptors (GCSE) KS4). The current Ofsted guidance is a minimum of three levels progress by the end of key stage 4. School policy states that attainment is a minimum of 4 levels progress. If schools/leaders fail to achieve this rate of progress it may result in the school being graded as 'requiring improvement' or being placed in 'special measures' during an Ofsted inspection (Ofsted and DFE guidance, 2013). All of the teachers were mindful of this guidance during pre-observation interviews, stating the need to manage behaviour to ensure progress is made during every lesson.

Lens 7: Key stage

When identifying and managing behaviours the teachers did not use key stage alone, but it would be used in addition to one of the other lenses. Teachers used this lens when setting appropriate tasks and used this to influence teaching styles. For example, work was more group based and pupils requiring to do more tasks based on reciting of facts, with more limited deep thinking and analysis. Tasks were more general, with shorter completion time scales. Teachers had less curriculum time allocated to key stage 3 pupils and commented about relationships not being as well formed with lower school. During the research period Tracey and Pat stated that they preferred to teach key stage 4 (years 10 and 11), feeling pupils were more engaging and interesting; the pupils also knew what was expected of them. However, both Tracey and Pat stated that although they saw the two key stages differently neither of them formally introduced pupils to the different ways of working with the key stages assuming pupils 'would pick it up'.

Lens 8 - Subject

This lens is adopted when teachers identify and manage problem behaviours when they see the specific nature of the subject, such as tool use in DT, impacting on pupils' behaviour.

Lens 9 - Pupils' physical features

Only two teachers, Pat and Tracey, referred to this directly. It held the most impact when enacting the management of behaviours. Both teachers referred to factors such as age and its link to perceived expectations, height in relation to chronological age and physical size (including weight and stature). Included in this lens are pupils' voices (e.g., volume, tone and 'screech'). Both Pat and Tracey saw physical features and characteristics as 'loud', 'big', 'big hair', 'big voice' (Pat), 'larger than peers', 'older looking than their years' (Tracey) etc.; These features also mirrored their own definitions when visualising a 'problematic' pupil.

Although attainment, key stage, subject and physical factors were noted as lenses by which teachers define and manage behaviours (lenses 6-9), these will not be discussed further in this thesis as they were less significant or less frequent.

What is clear from the findings is the range of different ways teachers talked about their approaches, drawing on a series of lenses in a way that was highly personal to them. Moreover, they also used these lenses when they enacted the management of 'problematic behaviours'. This means that there is variety in how teachers talk about and manage behaviour. No two teachers identify problematic behaviour in quite the same way, or manage it the same way in practice, despite policies telling them to do so.

Lens espousal and enactment - teacher congruency

If teachers have a high degree of congruence between what they say about their management of behaviour and what they actually do, then the more consistent they may be in practice. The following congruence table (Table 4.3) highlights the extent of congruency between espoused and enacted behaviours of the teachers. The table was constructed using data gathered from the (a) the teachers as they discussed how they 'do' behavior, through initial questionnaires, pre observation interviews and their personal journals and (b) my observations of the teachers 'doing' behaviour in practice.

Table 4.3. Congruency table - Data between teacher's initial definitions obtained from questionnaires, field notes and informal observation prior to the formal lesson observation (excluding post reflective feedback, observations and interviews discussions). The table is rank ordered by highest - lowest congruent

<u>Lens</u>	<u>Personal experience</u>	<u>Sex</u>	<u>Job Role</u>	<u>Environment Classroom Layout-furniture</u>	<u>Pupil productivity</u>	<u>Task</u>	<u>Attainment</u>	<u>Key Stage (age)</u>	<u>Subject</u>	<u>Physical appearance</u>	<u>Congruency score</u>
<u>Teacher</u>											
Ken school A	Def – 0	Def-1	Def-0	Def-1	Def-1	Def-1	Def-2	Def-0	Def-0	Def-0	-13
	Obs-1	Obs-4	Obs-4	Obs-4	Obs-1	Obs-1	Obs-2	Obs-2	Obs-0	Obs-0	
Alan- school A	Def – 0	Def-1	Def-0	Def-1	Def-1	Def-1	Def-1	Def-0	Def-0	Def-0	-11
	Obs-1	Obs-6	Obs-3	Obs-4	Obs-1	Obs-1	Obs-1	Obs-0	Obs-0	Obs-0	
Pat – School B	Def – 2	Def-1	Def-1	Def-0	Def-1	Def-1	Def-2	Def-1	Def-0	Def-0	-11
	Obs-2	Obs-4	Obs-2	Obs-3	Obs-1	Obs-1	Obs-2	Obs-2	Obs-0	Obs-3	
Tracey School B	Def – 2	Def-1	Def-2	Def-1	Def-1	Def-1	Def-1	Def-1	Def-0	Def-1	-9
	Obs-2	Obs-3	Obs-3	Obs-3	Obs-1	Obs-1	Obs-1	Obs-3	Obs-0	Obs-2	
Jon- school B	Def – 1	Def-1	Def-1	Def-0	Def-1	Def-1	Def-1	Def-0	Def-0	Def-0	-4
	Obs-0	Obs-4	Obs-0	Obs-3	Obs-1	Obs-1	Obs-1	Obs-0	Obs-0	Obs-0	
Dave- school B	Def – 2	Def-3	Def-6	Def-3	Def-1	Def-1	Def-1	Def-1	Def-0	Def- 0	+1
	Obs-2	Obs-3	Obs-5	Obs-3	Obs-1	Obs-1	Obs-1	Obs-1	Obs-0	Obs-0	

score
for
each
teacher
Note:
Def=
identify,
Obs
manage.

As seen in the congruency table how teachers think they identify and manage behaviours can differ from what they actually do. For example, Ken displayed consistent disparities between what he espoused about behaviour and how he enacted the management of behavior, particularly in relation to the environment, job role and sex lenses. For Ken, his use of the job role was the most incongruent. Alan also demonstrated a low congruence between these three lenses; however, in Alan's case it was the sex lens which had the largest incongruence. The results of the congruency table show that Ken, Alan, Pat and Tracey were the least congruent between what they say and what they do. John and Dave were the most congruent between their espoused and enacted behaviours. At the other end of the spectrum, Ken, Pat, Alan and Tracey demonstrated the least congruency despite their length of experience in teaching. However, they all have whole school responsibilities, which may raise questions about the impact of such factors on how they act in practice. This may also raise further questions about the reasons for higher and lower instances of congruence. For example, John and Dave have the least experience and are not responsible overall for a subject. They also have had a previous career outside of teaching. They are the ones, out of the six, who are closer in what they 'say' and what they 'do'.

The findings suggest teachers use various lenses to define and manage problematic behaviours. It has also indicated that there are incongruities between espoused and enacted teacher behaviour. Nine key lenses have been introduced during the first part of this chapter; however, it is *how* each individual teacher uses each of the lenses which requires further analysis.

The data suggests that some teachers use some lenses more than others. Therefore, further knowledge of why individual teachers select particular lenses needs to be explored. The data suggests that some of the lenses appear more dominant than others. During the research five of the nine lenses were used more frequently than others by all the teachers with four being taken further and with lens 3 and 4 combined. Lens one to three (personal experiences, gender of the pupil and teachers' specific job role (including the environment)) will be reviewed further. These lenses proved the most influential towards teachers' identification and management of behaviour.

To better understand how each of these three lenses impacted on behaviour identification and management the following section will analyse these lenses further. It will specifically explore teachers' inconsistency when identifying and managing behaviour. It will start by reviewing lens one: personal experience. Lens two will unpick gender, with a primary focus on gender influencing teachers' behaviour definitions. And finally lens three

(environment including job role) will review how factors such as job role influencing how behaviours are managed and the influence of the location when defining behaviour will be better understood. It is important to note that lens three and four have been combined. The decision to merge these lenses has resulted from further analysis which recognised significant interplay between each lens during identification and management towards behaviour.

Even though lens one data demonstrated the least amount of disparity between what teachers say and what they do they still failed to recognise that their own personal experiences influenced decision making about pupils' behaviour. An example of this is where all six teachers agreed that pupils 'chatting and talking off task' was a behaviour they all deemed problematic; however, the findings suggested tension between the espoused and enacted with five out of the six teachers engaging in non-specific dialogue with pupils and in lengthy discussions not linked to the task or learning during lessons.

Interestingly, five of the six teachers discussed with pupils being a parent, being parented, their life outside of school and life prior to teaching; particularly their own childhood. This was later confirmed during the post reflection interviews where all five teachers responded by defending or defining their actions using their own personal experiences as a driver for decision making. For example, Ken stated he thought it necessary to develop good relations with the 'kids', to 'positively manage' pupil behaviours. He felt that:

'a good relationship... banter if you like, is important in developing a good relationship with the kids'

Even though he recognised the importance of pupil progress during the observation period,

'... classroom it's all about progress', it has to be, that's what they're here for.'

He referred to the importance of 'talk':

'However that doesn't just mean lessons are deadily silent and boring. Just getting on with their work, we have a laugh a chat'

This is interesting as this completely contrasted with Ken's definition during the early part of the study which suggested that lessons are all

'about progress and learning there's no room for relationships, you don't have idle chat at work it's about work. It has to be' (pre observation interview)

Further examples included Ken's discussing social interests such as 'what happened at the match on Saturday?'

'Engaging and educating them in other things that aren't, I mean me and my classes we'll talk about things that have got nothing to do with IT, if it's an interesting point we'll talk about it, I mean that's education.'

This suggests Ken's personal experience and feelings about education and behaviour management differ from what he set out in the formal part of the observation, whereby his questionnaire and interview indicated that:

'Education is about progress, learning and transference of knowledge with behaviour for learning policy supporting this process'

This highlights the small but significant discrepancies between what Ken thinks he does to what he actually does. Of significant interest is that Ken never saw his personal experiences influencing the decisions he makes towards problematic behaviours.

This disparity between policy and practice is also evident in Tracey's identification and management of problematic behaviours (Figure 4.2).

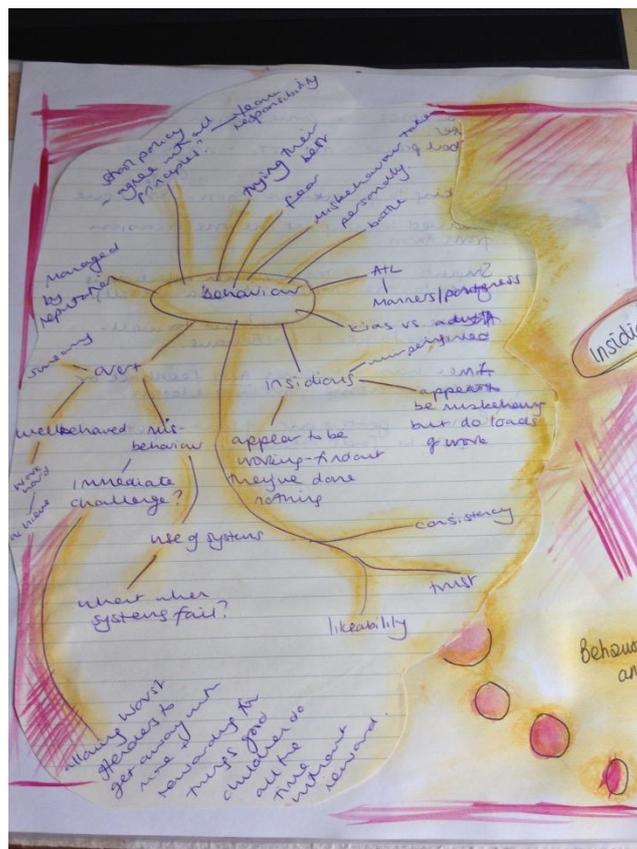


Figure 4.2. A page taken from Tracey's journal which she identifies what problematic behaviour means to her.

Talking and non-specific chatter or 'nattering' as Tracey defined it was seen as a problematic pupil behaviour (Chapter 3). During initial observation when reviewing her video footage, Tracey sees 'nattering, speaking when told not to, chatty' citing her intolerance towards it, expanding with,

'You try to keep them on task and then when they're having an engrossed conversation and I'm like...ermmm'

Tracey openly defines her role as upholding the standards expected of 'Ofsted', she stated that she saw this as a professional standard, feeling that a lack of engagement with either Ofsted or school policy would reflect negatively upon her: 'I'd feel I let myself down'. Tracey discusses teachers' 'inconsistency'; teachers who say one thing and do another as 'galling'. Nevertheless, Tracey was observed on several occasions engaging in non-specific conversations with pupils. As discussed in Chapter 3 'conflict' between thinking and enactment is expanding during a review of field notes which cites Tracey defining herself as '*always got something to say and will say it whether relevant or not*'. During this discussion Tracey referenced her 'school days' as being: '*Great... love to go back, I loved the creative, chats me and Mrs J would have, they were great conversations*'. Later, during the observation period Tracey defined a 'good lesson with no problematic behaviours as:

'a group of kids on task... with us getting on with our work but having a good chin wag about things like the weekend, Britain's got talent..lol'

During data collection with Alan, it appeared that he viewed behaviour mainly through gender and personal experience lenses. During initial interview Alan displayed his consistent approach. For example, during lunch time conversations, Alan stated that he felt that his relations with pupils had a 'social element to it,' he reflected on this further stating that although he sees the 'kids as kids, a bit like I was at school try to sneak a laugh and joke' he ultimately defines behaviour through academic means:

'The bottom line is kids need to make progress, it's all about the academic progress'

Even though Alan appears to have clear cut thinking towards behaviour, acknowledging that 'kids are kids', reflecting back to his own schooling, this thinking conflicts with his enacted behaviour. For example, during the observed lesson non-specific chatter among pupils was not defined as problematic by Alan, aside from the point that he makes around talking and its negative effect on progress. Alan often used his own personal experiences of being parented to define and pointedly manage behaviour. An example of this was observed during an IT lesson where Alan discussed decision making and the types of

things which may influence this. He stated that he preferred to manage behaviour via '*quiet means*' such as calmly informing the pupil that they are off task reminding them of the *school expectation* and 'his expectations'. He stated that they would not only be 'letting themselves down but their mates and him'. Expanding further Alan said that this was a tactic used by his own parents and it '*never failed to motivate me... letting down my mates*'.

Alan continued by stating that school policy makes it easy to manage problematic behaviours, especially when there are '*non-negotiating factors*'. He further explained this using '*pupil progress* and it being '*limited*'. He stated if he could '*physically evidence their limited progress by viewing their work rate, his decision is simple*' (researcher field notes). The use of physical evidence allowed him to provide the pupil with an explanation or 'tangible reason to the kids why I am issuing a C1 or C2' (behaviour sanction system).

This raises some interesting questions as it appears that the personal experience lens impacts greatly on teachers' definitions and to a lesser degree, their management of problematic behaviours. This can be exemplified by teachers referencing their own personal experiences when identifying behaviour. However, their approaches towards managing their decisions [the enactment] did raise questions over the teachers' engagement with policy. Although all six teachers demonstrated enactment of policy, there were varying degrees of engagement. Teacher issues a C1, pupil warning, to one observed C3, the pupil being extracted from the lesson. During the observed period, although all six acknowledged the process for calling home, none of the six made contact with parents or carer. John is a good example of this. In a reflective discussion John stated that he would not behave differently depending on where he was in school. His decision making, whether in the classroom or in a different environment, focused on the pupil rather than the school behavior policy [as discussed in Chapter 3; reflected through John's journal]; he stated that he would '*not just view behaviour through a school policy lens or anything other*'. In one incident John made a decision linked to allowing a pupil to use the toilet. He clearly did not uphold school rules.

The findings suggest that other personal factors are interacting with the teachers' decision making process. This may be dependent on whether a teacher identifies with the pupil, seeing features similar to them when they were a pupil, or is influenced by being parented or by their own parenting. Social constructivism encourages individuals to arrive at their own version of the truth, influenced by their background and embedded world view. Two individuals exposed to exactly the same experience are likely to have different outcomes as a result of, amongst other things, what they already knew how, they

interpret them and how they undertake the experience (Derry, 1999; McMahon, 1977). If, as Jonassen et al. (1999) suggest, learners construct knowledge out of their experiences, we can appreciate why teachers may have very different approaches. Pat's findings demonstrate this. During interview and post lesson observation, Pat shares that although she sees behaviour through her own personal experiences, mainly through being parented, her comments suggest that she can co-construct understanding and interpretation: '*... we have discussions whereby they've suggested things that would not be my first nature*'.

'I'll always listen, I'll always hear their point of view and quite often, if I'm honest, I shall offer them an alternative to that, but a lot of the time you just have to accept that people are different and people do have different core values' (Pat)

Again there is a distinct recognition of people being different, acceptance of others' decisions, but this is challenged again through the execution of the final definition of and management towards behaviour,

'I try and give them the best that I can in terms of setting a good example and encouraging them to be a productive member of society, not necessarily my views but the bigger picture'(Pat).

Pat is recognising that her social construction of behaviours may differ from others and during the research period Pat often espouses policy; however, the majority of time enactment rests with her own personal view towards behaviour.

The observations of Alan and John do not entirely support a social constructivist model as neither particularly drew upon their own personal experiences as pupils. Neither teacher defined themselves as personally experiencing problematic behaviours during childhood, with both defining themselves as 'quiet pupils, not wanting to attract attention'. This was interesting particularly when viewing how each interacted with the pupils and their behaviours. For example, neither Alan nor John used raised tones when discussing or challenging behaviour and neither used long discussion or dialogue especially during observation when identifying behaviours.

Lens one was the most prevalent lens used by all six teachers. Analysing this lens revealed three prominent aspects towards its use: teachers identifying behaviour as a 'parent', experience of their own 'being parented' and their own personal experiences, particularly school. Of particular interest is how each of the six teachers' personal experiences linked to their enactment or espousal of behaviour. Literature presented in Chapter One positioned concepts of problematic behaviour in either biological or sociological categories. There was little to suggest that the teachers' personal

This is the end of the lens one discussion. The following sections will discuss lens two and three in a similar format.

Lens 2: How teachers use a pupil's gender as a lens to define problematic behaviour

All six teachers viewed behaviour through this lens (gender). During both class and field observations examples of behaviours interpreted through this lens included Tracey's and Ken's definition that boys demonstrate 'aggressive behaviours', a classic example of the influence of gender bias. In addition, both added words or phrases such as 'boys are rough and tumble, tend to become aggressive quicker' (Ken). Clearly, teachers are demonstrating behaviours through a gender lens. Alan also defines and contextualises problematic behaviours according to gender. He makes assumptions that if called out to an incident involving boys then it will involve aggression. For example, he stated during interview that *'if you get called to a problem on the playground - outside you always know it's going to be a fight if there are lads involved'* (Alan).

This suggests a clear link towards gender and associated presumed behaviours. Alan is clearly prepared to enter the playground anticipating a fallout or aggressive boy behaviour; he automatically defines the behaviour and outcomes: the fight. Not all teachers saw boys as the problem. Dave and Ken both saw girls as the *aggressors*, however Dave was less clear when talking about gender and the types of behaviours observed. He did not make the connection or assumption between types of behaviours and gender. He saw both boys and girls as 'aggressive; willing to argue and fight to get their point heard'.

The incongruence between teachers' espousal and enactment in relation to behaviour linked to gender was noted during lessons which operated particular seating arrangements. During Alan's observations he identified that some of the boys were 'not ...ready to learn', expanding by saying if he did see this he would implement school policy, which meant they would not sit together. He previously identified a group of boy learners who were presenting with what he defined as *'problematic behaviour'* (disagreement during break). However, when the boys entered his teaching room they sat together unchallenged. This raises a key question: at what point does a behaviour move from been defined as problematic to not being problematic?

Traditional stereotypes appeared frequently in this lens. Alan and Ken stated that their personal likes and dislikes influence their teaching and planning. Alan and Ken continued

by stating that football is a great learning tool to engage learners, especially *lads*. Continuing, Alan stated that *'if a female teacher was planning it, it probably wouldn't be to do with the World Cup. It might be to do with famous shopping brands or something [chuckle]' (Alan)*.

This distinctive use of traditional stereotypes (e.g., boys liking football; girls liking shopping) was not only confined to Alan. Ken also used football as means to define behaviour. During discussion Ken frequently referred to sport, gender and behaviours:

'Well, boys will fall out at lunchtime because they haven't been picked on the right team or they've had a tackle that's been a bit late and they've kind of argued with one another about that.'

When asked how he saw girls problematic behaviour he stated:

'...whereas, girls tends to be, I don't know...I think it's, like, stirring in amongst the group and bitching and arguing with one another, more that kind of thing'. (Ken)

The gender lens exposes the use of emotionally charged language. For example, Ken states that *'girls are stirrers, bitchy and argumentative'*, defining boys as *'macho, sulky and humoured'*. This raises issues around language and its use when framing problematic behaviour. For example, what influences teachers' selection of and use of language to define problematic behaviour, including how the gender lens influences their choice? The use of the phrases such as 'boys being boys' was not just isolated to Alan, Ken and Dave; Tracey and Pat also stereotyped boys' and girls' behaviours. However, what was interesting is the use of negative emotion and actions, especially how girls were perceived for Tracey and Pat.

During the observation period, both Tracey and Pat focused more negatively on girls when defining problematic behaviours. This was seen when Pat saw the lack of a physical presence of boys in a group as a negative. This had also influenced her thoughts of enjoyment and the group with which she previously identified was now disliked for being 'too feminised'. She was unable to define exactly why she felt it difficult to 'engage with them, apart from feeling that, as there are only four boys, the class is 'imbalanced'; 'it feels a little bit strange'. The issues surrounding gender, behaviour and the physical appearance of pupils, noted by Pat and Tracey, was unpicked in more detail. A key issue

surrounding the pupils' physical appearance was noted by the two female respondents. Tracey and Pat identified behaviours through a physical appearance lens.

Reviewing Tracey and Pat's lesson footage and post observation discussions, it was clear that both adopted a labelling process (Hargreaves et al 1975) within the gender lens, to define problematic behaviours. There are three stages of the labelling process: the speculative stage, elaboration stage and stabilisation stage. It is the speculative stage which both Tracey and Pat accessed when viewing behaviour. Both teachers formed an opinion about the characteristics of their girl pupils' based on their appearance. For example, during 'Pat's' taught observation she focused her attention on one particular group of pupils - and one girl in particular. During the lesson Pat framed negative questions towards this girl, such as '*what are you doing?*', '*Who said that you could do that?*', '*How come it's you again?*'. She appeared to be unaware of other behaviours occurring elsewhere in the class. Pat's physical stance changed when addressing the pupil; she used non-verbal body language: standing over her and discussing tasks with arms closed, adopting a loud decisive tone. During the reflection conversation Pat was visually 'taken aback' especially towards her use of personal feelings and thoughts. She highlighted this by acknowledging that she may 'target particular pupils'. She also identified that she used the *physical size* of the pupil to determine her expectations, explaining that she expects '*more from her*'. Pat states that she sees her as 'bigger than the rest' therefore she should be 'more mature'. This indicates the onset of the labelling process: Pat seeing the pupil based on physical attributes/ appearance:

'...larger than life character because she's dead big like compared to some of the kids, she's dead tall, she looks a lot older than a year seven and she just shouts and waves her hands and her hair, do you know what I mean? She just, her presence is quite big in the room' (Pat)

Pat's language is emotionally charged, describing the girl as '*dead big*', '*older than a year 7*'. She appears to construct a 'working hypothesis', confirming her definition of the pupil. '*...but she'll give it me back...Oh what a madam, you can see why I don't like her*'. This contrasts to the observation of Pat when viewing her relations with gender during her job role. Here she sees herself as supportive of colleagues and policy and being able to '*see both sides - teacher and pupil... I guess I'm just more tolerant.*'

Tracey also defined the student who she saw as problematic as '*big*' appearing '*older*' than the rest of the group. What was interesting is the way Tracey challenged her perceptions, using the pupil's attainment:

'...Yes and I hate to say it but what changed my mind about her was her work because in spite of my perceptions of her she produced brilliant work'.

Labelling theorists argue that pupils may challenge negative perceptions of themselves by changing their own perceptions in a positive way, such as improving their performance. This raises issues around the teachers' adaptation of both positive and negative perceptions of the pupil and behaviour, especially when progress and attainment are present. In this way lens 5 and 6 may be acting to mediate lens 2.

Lens three: The physical environment; how specific place and role influence definition and decision making

Teachers' official job roles played a significant part in how they define and manage behaviour. For example, the introduction of performance management, in addition to teachers' professional standards published in 2007 (Training and Development Agency for Schools), was implicit and explicit during the review period. This was evident during preliminary teaching observation and discussion whereby all of the reviewed teachers stated the impact and importance of the performance management cycle.

The link between teacher standards, performance management and professional development has seen teachers view their role differently, especially when contrasted against performance related pay and unsatisfactory performance (Evans, 2011). During preliminary discussion all teachers noted this. For example, Alan noted that a *problematic behaviour* observed in the classroom mostly linked to *negative progress for the pupils*. Attainment is one of the professional teaching standards (professional skills). When Alan became a Head of Year and Ken became a Head of Faculty, their definition and management towards behaviour understanding differed from their initial thinking. For example, the congruence between espoused and enacted was clearly different when each was viewed in different roles (i.e., when Ken and Alan were acting in a teaching and

learning role with personal responsibility for pupil progress (a direct link to their own professional standards), firm behaviour definition and management was applied). This contrasted with periods when they were not 'in role' or being asked to carry out duties associated with their job role. This can be seen during Ken's and Alan's interactions with pupils when they were expected to manage behaviours defined by their other colleagues as problematic (In effect the pupils were sent to them to be disciplined). For example, when on corridor duty, Ken defined this as part of his job role and as *'managing a crowd, moving them along quickly to their next point'*. He saw this as essential in ensuring the efficiency of the corridors, stating that the faculty corridor rapidly moves the pupils to where they should be and that *'all of us do it its necessary for ease'*. Alan mitigated the environment lens by also applying a gender lens. Whilst managing break time he freely engaged in conversations with pupils, stating the corridor as a space to *'engage with the kids'* in a different way. Whilst on duty he was observed to notice a group of male pupils pushing each other and shouting loudly towards each other pupils. Alan challenged their *'problematic behaviour'* by asking the group to refrain from shouting in the corridor, immediately followed by discussing the previous night's football. When asked why he adopted this approach following the identification of problematic behaviour, Alan stated *'boys are always rowdy following break; it's a way of calming them'*, he continued by stating that he had a mutual interest in the team playing, wanting to *'gain their perspective of the game'*. This example also notes features from lens 2 but it is mainly about a strategy for calming them down, using the corridor as area to support his decision making.

Tracey defined problematic behaviour using school policy and rules in the classroom. What has been observed within this lens is that job role has clear distinctions as to how and when it is applied. Tracey behaved very differently when out and around school; for example, when she conducted her lunch time duty behaviour definitions and management differed. She very rarely defined or managed problematic behaviour whilst in the corridor stating *'three monkeys out here: see no evil, speak no evil, hear no evil,'*. When asked to expand further, she stated *'there needs to be somewhere where they can let off steam'*.

For example, during Tracey's observations she behaved conservatively in the corridor compared to her classroom. As seen in Chapter 3 she stated the need to control the classroom: the need for *'dominance'*. Discussing this further she revealed this stemmed from her *'school days'* where she *'felt the need to be heard'*, sensing a similarity between her and her pupils. Interestingly, Tracey continued to elaborate by stating that she saw behaviour in two different ways: *'overt' and insidious'*

'I sort of split it into two sections like overt; it's either overt good behaviour or overt misbehaviour. I hate to say it but I classed it as insidious, either insidious good behaviour'

She supported this linking 'good behaviour' into the classroom where she feels '*ultimate control*'. She continued linking behaviour back to learning and the classroom seeing behaviour as insidious bad and insidious good. Tracey referenced her schooling and classroom frequently, seeing behaviours and pupils as those who do 'jack shit and get away with it'.

Dave cites compliance towards school behaviour policy. For example, during teaching he adopted a prescriptive way of managing behaviour.

'I think if I haven't spent the first few weeks setting out the behaviour, so the routines and structures and the kids know this, the element of trust from me, if they haven't got all that first I can't teach them. They can't learn in my lessons'

Conversely, as a Head of Year, Dave used family settings, pupil thoughts and feelings to influence his decision making. During discussion he is more inclined to view behaviours differently. For example, as a Head of Year he stated he may be more aware of extenuating circumstances such as family matters, bullying incidents, etc. He confirmed he would use the behaviour policy as a guideline but he would be more inclined to take other things into consideration (i.e., '*the effects this may have and adapt accordingly*'). When asked to give an example he said:

'No, not really, don't...I'm not saying I'm a rule breaker, don't get me wrong, I will bend the rules if need be, but if I do bend the rules or break the rules it's always...I've got to justify it in my head first and there's got to be a reason for it, so...because I know that if I do break the rules with something I know that I'm going to have to justify it to somebody else. If I've removed a child out of a room rather than putting him into isolation I know that that member of staff's going to question me on it and there's got to be a reason for it. So I have to go back...Yes. so, I have to go back to that member of staff afterwards and go, yes, right, that child, yes, got themselves a three, they should have gone to isolation because they've failed faculty remove, however what you don't know is, because you haven't got the relationship with them, grandparent passed away two days ago'. (Dave).

This demonstrates a lack of concordance between teachers. It implies that the classroom role differs to their wider roles, thus impacting on how problem behaviour is handled. Dave is different in his Head of Year role in comparison to his class role. This raises an interesting question about whether the lack of performance indicators and/or measurements particularly when staff adopt supervisory duties such as lunch/ break duty,

has any influence towards their decision making. It may suggest that the teachers adopt the role as a member of the school community allowing their personal experience lens to the forefront when defining and managing behaviour.

The presence of policy seen in both the community areas and in classrooms may also influence how teachers define and manage behaviour. For example, as seen in Figure 4.4 the internals of the classroom may promote decision making. This image shows us Alan's classroom and may indicate how Alan thinks or what parts of the environment he uses when making a behaviour decision. What is clear is the location of both the 'behaviour for learning' bullying policies are key documents located close to Alan's desk which may influence his decision making when deciphering problem behaviour.



Figure 4.4. Image of Alan's classroom

Fig 4.5 below is an interesting image when discussing environment and teachers' decision making towards behaviour. This particular image depicts the area which Ken, Alan and Dave use during their secondary roles: lunch duty and Head of Year/Faculty.

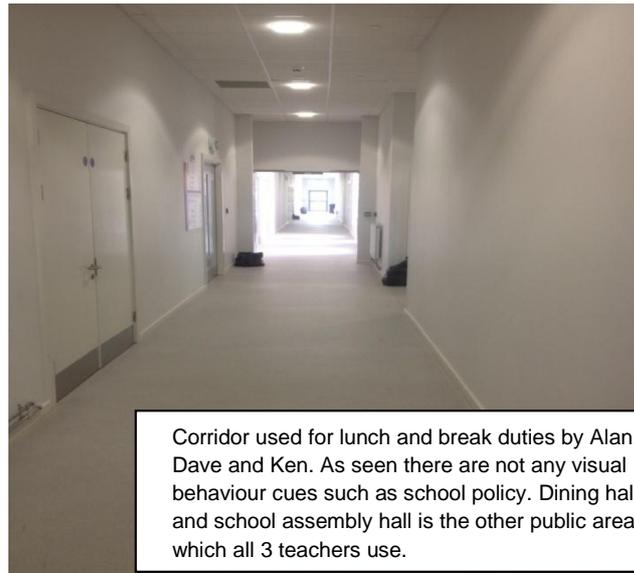


Figure 4.5. School A corridor

Questions may arise from which cues and lenses the teachers adopt when defining and managing 'problematic behaviours'. For example, there are no visual prompts which may inform school policy and expected 'behaviours' compared to the classroom where we see all six teachers at some point during the observation period referencing the school policy.

The analysis of lens three also supports the concept of interplay between the formal and hidden curriculum. Jackson (1968) highlighted the idea that schools do more than simply transmit knowledge '*one generation to the next*' (p. 189), arguing the need to understand education as a socialisation processes. This is a similar theme which all six teachers use. When asking to define a problematic behaviour they link it towards outcomes, followed by their own personal experiences. As Jackson argues, pupils learn how to learn, by learning to conform not to just the formal rules but to the informal rules, beliefs and attitudes perpetuated through the socialisation process. This can be true also for the teachers executing the formal rules as they too have been influenced by their own experiences which define their informal rules and beliefs.

Key findings

The key findings taken from this chapter suggest that teachers do use various lenses to define and manage problematic behaviours. Of the nine key lenses identified and discussed during the first part of this chapter, the analysed findings demonstrated that teachers used three main lenses to identify and manage problem behaviour. Lens one was the most prevalent lens used by all six teachers. Analysing this lens revealed three prominent aspects towards its use: teachers defining behaviour as a 'parent', experience of their own 'being parented' and their own personal experiences, particularly school.

Of particular interest is how each of the six teachers' personal experiences linked to their enactment or espousal of behaviour. For example, it appears that personal experience lens impacts greatly on teachers' definition and to a lesser degree, teachers' management towards problematic behaviours. This chapter also noted the varying degrees of enactment over the teachers' engagement with policy. Although all six teachers demonstrated enactment of policy, there were varying degrees of engagement from light touch to relative full compliance. Interestingly, analysis of findings suggests that other personal factors are interacting with the teachers' decision making process. Examples such as whether a teacher identifies with the pupil, seeing features similar to them when they were a pupil, is influenced by being parented or by their own parenting, were observed.

There was the issue raised around language and its use when framing problematic behaviour. For example, the findings alluded to certain influences for teachers' selection of and use of language to define problematic behaviour. Examples included how the gender lens influences their choice of phrases such as 'boys being boys' and girls defined as '*bitchy*'.

Performance management of teachers also held relevance. This lens was observed as having a detrimental effect on teachers' management and identification of pupils' behaviour.

The following chapter will revisit the main aims and objectives set out at the beginning, discussing in more depth the impact of findings presented in Chapter 3 and the lens analysis in Chapter 4. It will revisit the question of 'how teachers do behaviour' providing recommendations for both the review schools and wider audiences.

Chapter Five

Conclusion to the thesis and future recommendations

This Chapter aims to draw this study to a close. It brings together ideas and raises wider implications for its contribution to existing approaches to behaviour management policy and practice within schools. It also reflects upon the research methods used. Moreover, it suggests areas for future research. I see this conclusion as a place to raise further questions that have been generated from the findings of this project. To refresh the reader, the main aim of this research was to understand how teachers identify and manage pupils' problematic behaviours. The three questions below were generated through the research aims and objectives:

- 1) How do teachers define 'problematic' classroom behaviours and what are their reasons for this?
- 2) How do teachers respond to such 'problematic' behaviours in various settings?
- 3) To what extent do teachers reflect upon such problematic behaviours and what is the impact their responses have on the learners previously identified as exhibiting problematic behaviours?

This chapter will discuss both the findings and contribution to practice to enhance teachers' understanding of how and why they 'do behaviours'. My data set suggests that teachers were confident in their espousal: how they define themselves doing behaviour; however, the findings suggest differently. It is these factors and contradictions, in turn, which provided the necessary backdrop for this and future enquiries.

Contributing to knowledge: How has the literature informed the findings?

The complexities of pupils and their problematic behaviours and teachers' management approach raised in this research extend and develop ways of theorising and practicing behaviour management in schools. The literature in Appendix A suggests that, although there are clear behaviour management processes and strategies in place, it is the distinct lack of concordance between these systems and teachers' interpretation of them which underpins observed inconsistencies (Ball, 2012). It is these teacher inconsistencies supported by the literature which this study builds upon. Ball's (2012) findings, focused mainly around a sociological theoretical framework, indicated that problematic behaviours were viewed through external factors such as the environment, and this impacted on decision making. For example, both School A and B's Behaviour for learning policies

predominately adopt a behaviourist approach, managing pupils' problematic behaviour through rewards and sanctions.

To begin to understand the importance of teachers' consistency, a requirement to examine teachers' conscious and unconscious thinking and actions towards pupils' problematic behaviour was observed. Chapters one and the literature review (Appendix A) highlighted two main comprehensive key theories: social and biological, both of which have influenced policy development. However, as seen throughout this study, these theories only get us so far, because they do not account for the differences in the way in which each teacher responds to the pupils' problematic behaviour.

When reflecting on the extent to which my observations might be incorporated within existing frameworks my data appeared most consistent with social learning theory, a behaviourist approach to understanding and managing behaviour. As discussed in Chapter One, fundamentally behaviourists believe that the learner's behaviour is controlled by the environment or prior learning, with no choice in selecting their own independent actions. Behaviourists call this method of learning '*conditional*', arguing for two types of conditioning: *classical* and *operant*, involving stimulus/response relationships (Wollard, 2010). Four components in conditioning (acquisition, extinction, generalisation and discrimination) can be influenced or 'broken down', allowing 'behaviours' to be remodelled and reshaped according to stimulus characteristics. In the current study, both schools and the teachers' initial approach often used a behaviourist management definition to capture problem behaviour. This was evidenced in Chapter Three, indicated by positive or negative praise and actions. This chapter also noted teachers' attempts to use operant techniques to shape behaviours using *phrasing* and *wording* behaviours such as '*proud*' '*disappointed*' '*silly*' '*childish*' and '*bitchy*', mirrored in the DfE (2015) school behaviour and attendance policy, which cited '*making silly comments*' as an observed problematic behaviour.

Poulou (2014) investigated the effect that student/teacher interactions, social skills and classroom context had on pupils' displays of problematic behaviour. The findings suggested that pupils did behave differently in different contexts. The current findings presented in this thesis also noted that my participant teachers behaved differently when in differing contexts. For example, as discussed in Chapter Four, the ways in which teachers managed behaviour in and out of the classroom was shaped by the environment they inhabited. What did raise questions, noted in Chapter One and Four were the *cues* or *lenses* that the respondent teachers adopted when defining and managing 'problematic behaviours'. The example referenced in Chapter Four included decisions about

behaviours when no visual prompts about expected 'behaviours' were evident. The findings suggested a disparity between decisions made inside and outside of the classroom. This raised some interesting further thinking. It can be confidently stated that in addition to the identified theoretical frameworks, teachers were adopting and applying their own way of thinking and acting when identifying and managing pupils and their problematic behaviours. This raised further questions such as the type of lens the teachers enact upon and why they selected that particular lens at that particular point. As previously acknowledged, it was the participants' reaction towards a problem behaviour which highlighted this discrepancy. The research highlighted and addressed this key issue whereby the extent to which writers on 'behaviour' in education research refer to (or ignore) the complexity of influencing factors which interact with a definition and or behaviour management decision. This research therefore asked why teachers interact differently in their settings and what influences their interactions, thereby influencing their decision making. What held particular relevance for this point (the key factor in Chapter four) was the influence of environment (location), job role (subconscious role each respondent teacher adopted), and behaviour outcomes. Contrast this finding with the latest DfE (2015) 'New reform to raise standards and improve behaviour' which calls attention to teachers' compliance and the consistency in their approaches towards pupils; the development of policy for managing problematic behaviours requires not only evaluation of the extent to which these factors influence decision making but also how consistency is maintained, if at all.

Further reflection on the literature indicated that policy and practice frames behaviour mainly through the biological paradigms (Coulby, 1985). This is consistent with the findings from this study, especially evident during the first stages of the data collection, as seen in Chapter four and in the Merrett and Wheldall (1992) study which indicated that teachers are *influential agents* in not only defining but developing behaviours. This is a particularly interesting finding, especially when considered in the context of the teachers' use of language, another key area that the research data explored. Communication strategies selected by teachers can hold particular relevance in this domain, especially with respect to definition and identification of problematic behaviours.

Recognition of these factors brings two key factors to the fore: how teachers perceive 'behaviours' in relation to their own environment and how teachers use voice and language to convey feelings towards 'behaviours'. Watkins and Wagner (2000) and Miller

(2003) are among the growing theorists for whom this is an area also of particular interest. It was initially the work of Miller who noted a number of possible common explanations by people of authority, that many pupils may have encountered when being verbally identified as displaying 'behaviours'. Miller highlighted teachers' use of language with examples such as *'they're that sort of person, not very bright or from a difficult neighbourhood'* (Miller, 2000, p. 3) when describing problematic behaviours. It is argued that these statements especially *'that sort of person.... not very bright'* can often evoke a classical deficit model, identifying problems within that certain individual ignoring circumstance or situations (Kauffman, 1999). This raises the question of what is viewed as unacceptable by one may be totally different to another. This variation is not always framed as teacher/pupil disparity, but also between teaching colleagues too. Reading has also suggested that teachers conceive *'worrying or disturbing behaviour'* linked only to their own emotional and cognitive responses (Poulou and Norwich, 2002, p.111). As Blackman (1984, p. 8) indicated *'teachers are the important social agent in the classroom and ... they are the ones who can make a difference when classroom behaviour is problematic'*. Teachers form a prominent part of the social environment of their pupils and can therefore be expected to influence their pupils' behaviour through their own behaviour. (Blackman, 1984). Reflecting upon these statements suggests even more attention towards the relevance of teacher talk and decision making in identifying and managing problematic behaviours is required.

From an organisational perspective, the data provided some interesting findings especially when reviewing how teachers viewed problematic behaviour using gender. The literature suggested that problematic behaviour is linked to gender. The educational study conducted by Croll and Moses (1990) supports the notion that behaviours are presented differently as a function of gender, and the present study is consistent with this claim. However, what was interesting is the notion that teachers' perception towards gender and definition was the main influencing factor, not the problematic behaviour itself. The study did acknowledge that gender and behaviours were linked (i.e., teachers noted that a pupil may behave differently depending on their gender) and Cairns et al. (1989) also suggested in their study that although males and females did not differ in their experiences of anger or aggression in different situations, they did differ in the behavioural expression of anger. Their findings continued by suggesting that males tended to use more physical confrontational 'behaviours' whereas females were more likely to use social structures such as alienation from the social setting. Hence, the findings of the present study added a further dimension: teachers' pre-existing unconscious heuristic surrounding gender and identification management preconceptions

which operate prior to any observations. By this, the findings suggest when teachers understood or defined problematic behaviour they termed *male or female* they adopted a gender lens. In essence, before behaviour had been observed, if gender was noted teachers expressed identification and management using biological terms. For example, as presented in Chapters Three and Four, Alan and Ken expected behaviour presented by a boy to be a particular behaviour, i.e. aggressive, and this label was accepted more readily than it would be if presented by a girl, because it was 'boys being boys'. This is an interesting dichotomy as their role as teachers' expectations are that behaviour management is equally and fairly judged. Indeed, during the initial data gathering all participants assumed the role of seeing behaviour fairly, independent of anything and followed the set behaviour guidance (field notes, 2015). However, questions arise concerning parity and consistency, and the unacknowledged ways which teachers identify and manage problematic behaviour.

As discussed earlier in Chapter Four and above, the theme of viewing behaviours through the five prevalent lenses was apparent. My research suggests that the teachers adopt a particular lens as a theoretical framework, using this to identify and manage their decisions surrounding pupils and problematic behaviour. For example, one key area focused on whether place or location influenced teachers' view towards behaviour.

However, in order to fully understand how teachers define and manage pupils' problematic behaviour a closer review of the heuristics teachers employ in relation to their decision around defining pupils' problematic behaviours was necessary. This was essential when observing the participants as their experiences during their formal education and subsequent training has shown by the research findings to be particularly important in shaping and influencing their management of 'problematic' behaviours. Of particular interest when linking the findings back to the literature is how teachers' differing heuristics influenced their decision making. It is the way in which each of the six participant teachers accessed all the five dominant lenses during this research which supports this new finding, linking to what teachers do when identifying and managing pupils' problematic behaviours.

Conversations detailed in the beginning of Chapter Four hinged on the interplay between each lens, and how each lens influenced the identification, with general discussion of behaviour shifting towards management and the issue of sanctions, or in some cases, reward. As the literature presented in Chapter One indicates, behaviour has

predominantly been interpreted within a biological or sociological framework, and is therefore amenable to straightforward mechanical management. However, what the literature failed to recognise is that teachers' personal experiences have just as significant an impact on identification and management of problematic behaviour; therefore, the effectiveness of current policy can be questioned. If we revisit the conversation Alan held whereby he stated he sees his two roles as *teacher* and *guider*, he also discussed preferring *peace and quiet*, and a liking for outdoor pursuits and activities including *football*. We then turn to John who sees his role quite clearly as a *facilitator of learning*, stating he would rather see *action than talk*. However, what was interesting is that both Alan and John are seen in the eyes of school and policy as similar, quiet, and as unassuming as pupils themselves, of similar ages, teaching similar subjects, and with similar background entry into teaching. Both identified problematic behaviour as *talking and not listening* and they both claimed that they generally act upon this type of behaviour when identified. However, when reviewing the findings, neither consistently applied the school's behaviour management system of referring persistent problematic behaviours to a more senior figurehead. If we then revisit the literature the findings taken from the NFER (2012) report stated that over seventy percent of teachers are reluctant to talk about or refer on behaviour management problems, *citing fear of other staff reprisal* as an influencing factor. In light of the literature coupled with this finding, the extent to which teachers' personal school experiences and self-perceptions influence full engagement with the schools' behaviour systems is very real, and of paramount importance if we hope to understand the complexity of teachers' decision making and reactions in the area of problematic behaviour.

Throughout this thesis I have tried to develop detailed, in depth accounts of how teachers in secondary schools identify and manage pupils' problematic behaviours. As demonstrated, it is the particular lens which teachers adopt to define and manage pupils' behaviours which provided a new way of viewing teachers' behaviour decision making. Prime examples which highlighted the lenses as an additional theoretical framework was lens one: teachers parenting/being parented. This lens saw teachers draw upon their own experiences as a parent or when being parented to define and manage a particular observed problematic behaviour. In addition to personal experiences the research findings also identified environmental factor: such as seeing problematic behaviours in the classroom setting compared to the playground and outdoor settings as lenses by which teachers identify and manage pupils and problematic behaviours. However, what is clear is the way that teachers think they manage and what they actually do, not only highlighted behaviours being defined through various lenses, but also indicated teacher

discrepancies. As indicated in Chapter Four, the participant teachers differed in their tolerances and triggers when observing pupils' problematic behaviours, including challenges towards teachers' perceptions of their enacted and espoused actions towards pupils and their problematic behaviours. This challenges mainstream concepts of behaviour management in schools which tend to focus on whole school consistent approaches, which do not recognise teacher interpretations, merely citing pupil problematic behaviours linked to behaviour consequence lists, and currently downplays teachers' involvement in this process.

Reviewing the teacher's definitions, their thinking and actions, and their management of problematic behaviour continued to reveal interesting themes. This conflict between teachers' thinking and action towards behaviour linked back to the gender lens. Again, using Alan as an example, during his lesson he identified boys as '*not being ready to learn*'. If you review the school policy which Alan clearly states *allegiance to*, the boys should have been moved to re-engage learning. However, as seen in the analysis in Chapter Four, on entry to the lesson the boys sat together, unchallenged. Even though Alan had previously acknowledged the possible problematic behaviours defined through his own definition, he did not at any stage initiate management strategies to avoid experiencing these. Again, this raises the significant point of when behaviour changes from been identified as problematic to not being problematic, or why expectations are filtered through a gender lens, which leads Alan to hold different expectations about the acceptable behaviour of boys and girls. Even though this issue may appear small or insignificant it is significant enough for the pupils, raising the question over consistency and fairness, and the hierarchy of importance among the lenses through which behaviour is interpreted. This in turn raises the question of a use of intelligent strategies to better identify and manage problematic behaviours?

As the above statement and findings extracted from Chapter Three indicate, some teachers use a particular lens more than others. Therefore, further knowledge of why teachers select each particular lens needs to be unearthed. Core key questions still remain. For example, do teachers use one lens to identify and another to manage when viewing problematic behaviour? Are teachers' own personal experiences more influential when identifying predominant behaviour? Is job role a dominant lens when managing a problematic behaviour? The beginnings of Chapter 4 draw clarity on teacher use and congruence for each lens. It suggested that some of the lenses appear more dominant in their use than others. During the research five lenses were used more frequently by the

teachers than others, with three of these five proving to be more significant in either their definition or management of behaviours.

It is teachers' inconsistency when identifying and managing problematic behaviour which still holds interest. Even though lens one data demonstrated the least amount of disparity between observed and defined, teachers still failed to recognise that their experiences influence decision making. An example is the claim by all six teachers agreed that pupils *chatting and talking off task* was behaviour they all deemed problematic. However, the respondents' actions suggested tension between their thinking and enactment. Closer inspection of this issue, including the field notes and observation data, identified that five out of the six teachers engaging in non-specific dialogue, with lengthy discussions not linked to the task or learning during lessons. Five of the teachers also discussed with pupils about *being a parent, being parented, their life outside of school and life prior to teaching, particularly their own childhood*. This demonstrates a clear understanding of policy and procedures, but again reinforces the questions over consistent application and tensions between their espoused and enacted actions.

Interestingly, review of lens three supported the notion of interplay between the formal and hidden curriculum, discussed in Chapter One. The concept was first coined by Philip Jackson (Life in Classrooms, 1968) highlighting the idea that schools do more than simply transmit knowledge *from one generation to the next*. Jackson argued the need to understand 'education and a socialisation processes'. When asked to define a problematic behaviour they link it towards outcomes, followed by their own personal experiences. As Jackson argues, pupils learn how to learn, by learning to conform not to just the formal rules but to the informal rules, beliefs and attitudes perpetuated through the socialisation process. This can be true also for the teachers executing the formal rules as they too have been influenced by their own experiences which define their informal rules and beliefs.

The findings, therefore, suggest that a range of personal factors are interacting with the teachers' decision making process. One school of thinking may link to whether the teacher identifies with the pupil seeing features similar to them as a pupil, influenced by being parented or by their own parenting subconscious tapping into decision making as a shaper of decisions and thinking. This is even more crucial when contrasted against current legislation which recognises the importance of schools managing problematic behaviours, placing limiting judgements on those deemed unsuccessful (DfE, 2010, DfE 2015). As literature suggested, problematic behaviours were not seen as part of everyday school life with the management removed from teachers and the classroom. Therefore,

teachers had less involvement in the decision making and defining processes when dealing with behaviours. Particularly pertinent is the inevitability that any identification and management towards problem behaviour was context-specific. Included in this context was teachers' personal experience and perception of pupils' behaviour (Watkins and Wagner, 1987).

It is expected that these study findings will provide alternative insights into factors that influence teachers' decision making and management of pupils' problematic behaviours in schools, and as a contribution to knowledge I think this thesis provides the foundation for better informed research, policy and practice of behaviour management in schools.

This study encourages the development of an intelligent strategy to assist in identifying and managing pupils' behaviour. It can achieve this through the development of a model which allows teachers to recognise the factors which may influence their decisions and encourage them to process behaviour using better informed intelligent strategies to understand why they make their decisions.

Reflections on the Research Methods

It was essential that this research carefully considered ways to engage the respondents, reviewing the previous research in this arena. For example, Sullivan, Johnson and Owen, (2014) allowed the schools to select respondents, which is a problem because teachers may feel that they have been highlighted positively or negatively based on their problematic behaviour decision making. It also would not allow for the researcher and respondent to quickly build trust. It may also appear to be a school owned reflection and analysis of problematic behaviours. The 2014 study also used a mainly quantitative research design to measure teacher responses towards problematic behaviours. In contrast this research used a mainly qualitative case study approach; inviting specific teachers in two schools to act as research respondents. It successfully collected in-depth qualitative data from a cross-section of teachers in their everyday professional lives on how they identify and manage problematic behaviours. I see this approach as a strength of the research design, it enabled me to gain their narrative (i.e., thoughts and actions underpinning and driving their behaviour decision making) thereby encouraging rich data to emerge.

The findings confirm earlier studies that the environment is particularly important when teachers are establishing definitions for behaviours they term problematic. It was

interesting that an influential study (Sullivan et al., 2014) referred to during the literature review and in Chapter One did not review the school setting, focusing solely on teacher selection during their study on teachers' views of problematic pupils. The present study ensured comparability of the schools and the teachers on key criteria (including school setting), and therefore provided a rich, multifactorial approach to determining teachers' definitions and management of 'problematic' behaviours.

The 'vehicle', or physical setting of the school, was an integral part of the research enquiry to enable better understanding for teachers' behaviour definition and decision making. As defined in Chapter One the two research schools, A and B, have broadly similar percentages of disadvantaged learners, and share equal free school meal numbers. The ratio between pupil numbers and teachers was similar, suggesting equal class sizes and adequate subject specialist coverage. Ensuring these aims were met was essential to gain the true perspective of teachers' conscious and subconscious thinking surrounding behaviour. Sub questions gauged the extent to which teachers reflect upon such problematic behaviours, and the impact their responses have on the learners previously identified as exhibiting problematic behaviours. How teachers respond to such 'problematic' behaviours in various settings were also key questions that were thoroughly considered.

The planned data collection consisted of approximately three sessions per school. Visit one (Head teacher/data visit) was conducted outside of school hours which limited impact on both the school and teachers. It provided the opportunity to get consent from all involved in the study and explained the outline of the research enquiry and intentions in more detail.

The next session was observational 'shadowing' of the participant teachers (8am-12pm). Its primary aim was to observe the teachers in their day to day natural setting, gaining access to the lesson, and building trust. There were some general concerns identified with the approach discussed; as a non-participant at this stage; and being a teacher it was hard to be completely impartial and to reflect what was seen and heard and not inferred for the later data collections. It was also difficult to be 'invisible' as identified by Walliman (2001). This however, was addressed through the use of the covert observations and 'fly-on-the-wall' approaches, dropping in to the classroom and observing in corridors and playgrounds. It was felt that this was a necessary tool to gain a clearer insight into the everyday activities of the participant teacher.

It was necessary to maintain a degree of detachment to ensure that I didn't influence data and the teachers' actions, ensuring that my field notes were completed with full consideration of teachers' identification and management of problematic behaviours. As discussed in previous sections there are degrees of participation (LeCompte and Preissle, 1993). The type of research undertaken meant that the complete participant was not appropriate as the teachers were aware of who I was. I also rejected the approach of observer-as-participant and complete observer as the teachers were aware of the observations and we all developed a social awareness of each other prior to data collection. Therefore, the most appropriate approach was as a respondent -as-observer.

This approach was suitable for the lesson observations: the group and time scales were relatively small and there was an intrinsic need to 'get under the skin' of teachers' decision making. This small but significant group allowed me to gather rich data, which if a larger teacher sample was selected may have lessened the quality of the data generated. There was a need to develop relations with all six teachers. This was achieved through building trust, meeting outside of school, familiarising with each other outside of the school setting. The findings of Kawulich (2005) were noted, staying close to them, careful not to be seen with school leaders, ensuring that the picture presented in each teacher participant environment was a true reflection of their day to day activities. These actions formed the first rich part of the data collection informing key areas of focus for the case studies.

From Participant to Reflective Group

It was interesting to see how the participants grew not only into the study, but how they grew the study. This was evidenced by the depth of the findings and the rich data generated from the group. Linking back to the literature it was clear to see that the participants were beginning to develop a social constructivist approach to their experience. For example, during the post observation reflective interviews the participants were arriving at their own version of the truth which by their own admission contradicted their thinking at the onset of this project. Of the group the most reflective were Pat, Ken and Tracey whom all commented on their incongruence between what they enacted and espoused actions towards pupils' problematic behaviours. This was reinforced through the participants' illustrative diaries in which they offered a *creative synthesis*. To create and analyse this data a heuristic inspired approach was adopted. As heuristics research and methodology adopts a mental shortcut to allow people to solve problems and make judgments quickly and efficiently, both participants and to a lesser degree myself, allowed

both the function of constructing data and reflecting on the findings to develop without constantly stopping to think about their next course of action.

With this method of diary keeping, artwork and the production of journals for the teachers and myself, the group developed from participants to a reflective group of practitioners. This heuristic inspired process encouraged the participant to remain close to their understanding of the human experience and culminated in bringing together the work of each of the teachers and their own personal journey into a collective book of works (see appendices). Subsequently, the process of understanding their journey towards identification and management in which they created a synthesis of images and narrative descriptions together helped not only to inform Chapters Three and Four, but also developed the group as reflective participants, leading their own journey of understanding.

Personal Reflection on my Practice: How this study has informed me as a practitioner

I think it is relevant at this point to also include a section on my learning process throughout this research, particularly how this study has informed me as a practitioner. I have learned the value of not only research and literature informing my practice, but, by viewing my colleagues and their behaviour decision making I have learned the significance of my own personal experiences and their influences on my own problematic behaviour decision making. This statement has particular relevance, because, as this study progressed and changed, so did my roles. From being a senior leader in a secondary school setting, mainly managing others pupils' problematic behaviour decisions, entailing very little contact with the pupil (in essence, managing only their sanctions which were mainly fixed term exclusions), I moved to a setting where I had to not only define their behaviour, but also manage the outcomes and execute a restorative process for the pupils' return. From a mainstream setting with lots of layers, based around others' decision making I was now faced with working in a Pupil Referral Unit (PRU) for those pupils with behaviours that could not be managed in the mainstream setting. In this role, I was required to personally explain and justify my problematic behaviour definition while managing the system and processes so that the pupil could interpret their behaviour more positively. Therefore, the way which I not only defined but managed their problematic behaviour had to be fair, neutral and articulated in a way which the pupil could i. understand, ii. reflect upon, and iii. learn from. This different way of almost 'negotiating' my behaviour definition and decision making process led me to deeply reflect on what I said and more importantly how I 'do behaviour'. To move me into this more thoughtful way of defining and managing pupils and their problematic behaviour I have

realised the considerable value of engaging with colleagues not only as a researcher but also as a practitioner at what would be considered the sharp edge of behaviour management. It was essential to adopt a more dominant sociological theoretical framework of viewing their world alongside the ongoing behaviour policy adaptations and interpretations. Seeing pupils and their problematic behaviours through more than one theoretical framework enabled me to reflect on how I identify and manage pupils' problematic behaviour. By completing this study, it has enabled me to analyse my own approach towards pupils and their behaviours, allowing me to review the disparity between my expectations of others especially as a senior leader and lead by example. Conducting this study has also enabled me to understand that I manage my own pupils' behaviour very differently to my own perception, and the personal experience lens is an influential tool especially concerning my identification of problematic behaviours. I realised that most of my own pupil decision making have been shaped by my own experiences of schooling and parenting, especially my own parents' influence. I have reflected as a practitioner and policy creator and concluded that I too at times am far away from being consistent with colleagues and policy. Therefore, I feel that this study is not just a 'one off piece' of research. It has depth and breadth and is relevant in today's classrooms and schools. It has demonstrated to me that by better understanding the intelligent strategies adopted when identifying and managing pupils and their problematic behaviour a more consistent approach towards teachers and pupils maybe achieved.

Limitations of the Study

Referring back to the beginning of this chapter the main focus for this research started with the question of teachers, identification and their management towards pupils with problematic behaviour. Having established the need for this research through a comprehensive review of current literature including internal and external regulations such as Ofsted and schools' performance management processes, this research explored the complexity of the challenges facing teachers involved in defining, recognising and managing pupils' problematic behaviours.

Chapters Three and Four considered teachers' congruence and whether their enacted and espoused reactions towards problematic behaviour were consistent. What the findings revealed highlighted interesting tangible data, identifying not only the differences with how teachers felt they responded towards problematic behaviour, but how they reflect upon their enacted and espoused responses towards pupils' behaviour. However, although the research presented robust findings, there were limitations which this study

acknowledges. For example, the results may not be generalizable except in those situations where other educational academics and teachers recognise their relevance. It is important to also note that although measured steps were taken such as reflexivity to remove author bias, case studies are prone to such problems. While valuable data was collected from the teachers from a mainly qualitative stance future research could widen the participant engagement by including quantitative data gathering by means of wider participant questionnaire distribution to a wider range of schools, including primary settings. Future work could also include pupil perceptions in an attempt to interpret pupils' own identification and self-management of problematic behaviours.

Future Research

One possible response to my findings would be to take the results of this study and call for more controlling ways of identifying and managing pupils' problematic behaviours. However, I argue that if any teachers (and include myself in this) are encouraged to gain a greater knowledge of the lenses they adopt and importantly why they select them we may then see a shift towards better understanding of the separation between thought and action in the management of problematic behaviours in schools, and the emergence of a more consistent approach.

I am already using the outcomes from this research to inform my practice as a senior leader. For example, I am currently devising a training programme which discusses the lenses which teachers most frequently use to define and manage pupils' problematic behaviour. There has also been a bank of observation video footage which I plan to use as a training resource for teachers, as long as appropriate consent is provided. Findings from this study have the potential to shape teachers, leaders and policy makers' views of approaches to behaviour management in the future. The vehicle for this type of professional behaviour could include behaviour identification training events, informing mentoring approaches, adding behaviour identification and behaviour management into trainee teachers training. The aim is to help educators better understand how problematic behaviour is enacted and espoused, acknowledging factors such as environment, job role, and approaches to parenting. I will disseminate my findings in the wider community by presenting papers at academic and professional conferences and events on behaviour management in schools. There will also be the submission of articles for publication in appropriate journals, articles and training material. This will include submissions to the Journal of Education (Taylor & Francis), The Journal of Professional Practice: BELMAS and to the Economic and Social Research Councils.

In any future research, I would explicitly seek to develop a tool kit which allows both pupil and teacher to better understand their own processes and pathways to the perceived problematic behaviour. A focus on engagement with the behaviour rather than immediate sanction is likely to lead the way to better understanding of behaviour, and therefore to better pupil behaviour.

Conclusion

This research has developed new ways of conceptualising approaches towards behaviour management in schools through the in-depth study of six teachers across two case study schools. Personally, I have developed into a research practitioner, and by engaging with the literature I have developed skills which have enabled me to design this research to continually improve practice towards pupils' problematic behaviour and teachers' engagement with these. As noted throughout this research there is an emphasis placed on schools and teachers to independently identify and manage problematic behaviours. Furthermore, the literature has demonstrated the lack of a clear concordance between 'behaviours' in the widest sense, and inconsistencies seen when managing 'behaviours' (Watkins and Wagner, 2000).

There is a need for greater understanding of problem behaviour. As noted throughout this thesis problematic behaviour definitions have been formulated around a biological framework which has been based on an approach to external behaviour diagnosis and management which has been removed from teachers' control. Consequently, teachers had less involvement in the decision making and defining processes when dealing with pupil problem behaviours.

However, as centralisation has decreased, the limitations in teachers' understanding of behaviour have become apparent. This study has identified that teachers have an awareness and positive view of their own personal management towards pupils and problematic behaviours. However, teachers show considerable variability in their definitions and ways of managing pupils' problematic behaviour in schools.

This re-conceptualisation of understandings of and approaches to problematic behaviour management is high on the agenda of the current Education Secretary Nicky Morgan, who clearly sees government cement its commitment that '*every child leaves school with a world class-qualification*', underlining the '*crack down on bad behaviour*' as one of their

key targets (DfE, 2015). Acknowledged within this report is need for teachers to be 'better trained' in how to tackle the problem of 'bad behaviour'.

This centralisation of the pupil/teacher relationship is also underlined by 'Behaviour and Discipline in Schools' guidance (DfE reviewed 2011), supported by 'New reforms to raise standards and improve behaviours' (DfE 2015). Both identify several key points for managing 'behaviours'. The importance of a 'behaviour' system which promotes consistent approaches towards 'behaviour' and its management; including that of classroom approaches, rewards and sanctions is clearly stated in these documents.

Current policy identifies that the Head Teacher must decide the standard of 'behaviour' expected of pupils, and must determine the school rules and disciplinary penalty. Thus, school leaders should be able to provide the clarity and consistency required. However, as already identified in relation to other key reports and policy documents, there is no clear definition or guidance towards the management of pupils' problematic behaviours. Thus, there is clearly a discrepancy between policy, which should provide the support teachers require in relation to problematic behaviours, and the practice of teachers, which indicates that such policy does not exist.

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Appendices

Appendix A

Supporting Chapters 1 and 5

Investigating how teachers 'do' behaviour: The heuristics of 'teacher talk' and its influence on teacher interaction when managing pupil behaviours

Literature Review

The purpose of this literature review is to critically discuss the factors and processes influencing the classroom management of pupil behaviours. It will achieve this by investigating how teachers in school settings define, make sense of and manage behaviour. This will inform a research project that will analyse teacher interpretations of behaviour in the context of Key stage three secondary school pupils (e.g., pupils between 11 to 14 years). The review will consist of three parts. Part one will define 'behaviour' through biological and sociological lenses, critically analysing current definitions and understanding for behaviour terminology. Part two will introduce how policy has shaped modern day understanding of 'behaviour', raising questions for 'behaviour' in schools. Part three will conclude by reviewing the impact of the theory, in relation to teachers and their 'behaviour' decision making.

Part one -Behaviour

To begin with the terms 'behaviour' and 'difficult behaviours' are defined. However, it is important to note that defining these terms is not straightforward. 'Behaviour' and 'difficult behaviours' are terms that are frequently used in educational practice, however, extensive reading suggests that a shared meaning and understanding of these terms does not exist as attitudes and opinions on the issue are vast (Blandford, 1998). With educational communities using different definitions of behaviour in relation to policy and practice, the term 'behaviour' may be used inconsistently. Inevitably, any definition of 'behaviour' and those termed 'difficult' is context-specific to practitioners' personal experience and perception of pupil behaviour (Watkins and Wagner 1987). Pupils' behaviour and practitioners' expectations may vary depending on factors such as environment (place, personal values), individual characteristics and social inequalities. Arguably, it is these variables that influence understanding and generate a lack of consensus for what constitutes a 'difficult behaviour' (Blandford, 1998).

However, for the purpose of this literature review the following definition concerning behaviour and those behaviours termed 'difficult' has been adopted. To begin with 'behaviour' is best defined within the context of 'normality' (also known as normalcy), although it is difficult to define 'normality' since it is a dynamic and contested concept. Definitions of 'normality' may vary by person, time, place and situation; however, 'normal' is often recognised in contrast to 'abnormal'. Normal behaviour' is best defined as 'behaviours' which conform to the most common behaviour pattern in society (Durkheim, 1982). In contrast, 'abnormal or 'difficult behaviours' can be best defined as 'actions which are exhibited by an individual or group which do not conform to the socially accepted norms in a specific environment.' (Durkheim, 1982). An example of 'abnormal or difficult behaviours' as currently understood would be an individual calling out in a didactic environment or vandalism against property. A difficult behaviour could also present itself as a verbal or physical action, deliberate or unintentional (Cole, 2004).

A study conducted by Watkins and Wagner (1987) also identified issues with definitive definitions and examples of 'behaviours', especially those termed 'difficult'. Their study of 'behaviour patterns and influences' found that individuals' perception and interpretation of what defines 'behaviour' and 'difficult behaviours' differs, with no real central consensus when defining them. This also concurs with the current practice guidelines available to educational practitioners, where current government guidance for the management of pupil 'behaviours' failed to define behaviour and its derivatives. This can be evidenced by the supporting literature, generated by the Department for Education (DfE) 'Behaviour and Discipline in Schools' guidance (2011); influenced from the Education and Inspectors Act, (2006) and School Standards Framework Act, (1998), which clearly provides directives in the management of 'difficult or misbehaviour', but fails to actually define what constitutes a 'difficult or misbehaviour'.

Therefore, in order to better understand 'behaviour', the terms 'behaviour' and 'difficult behaviours' need to be critically analysed. To achieve this the differing behaviour theorist approaches will be critically analysed, by reviewing how their contribution to understanding in this area has influenced education policy and practice. This will be undertaken by reviewing the theoretical approaches from the biological, sociological and cultural approaches or, indeed a combination of these (Miller, 2000). Thus, development theory, comprising of biological, learning, psychoanalytical and cognitive concepts will be discussed. Acknowledgement of these factors therefore introduces the nature/ nurture debate, and further problematises the concept of 'behaviour'.

The following section will commence by setting out the biological theory for defining 'behaviours', focusing on how initial developmental stages led to certain understanding and definitions. It will consider the effects of the central nervous system and how these influence 'behaviour'. It will consider variables such as sex and medical conditions and will conclude by reviewing some of the educational literature relating to 'behaviours' stemming from the biological perspectives.

Biological Theories

Biological theory essentially proposes that common 'patterns' of development, behaviours and unique individual behavioural tendencies are partially or wholly programmed in the genes, or are influenced by physiological processes such as hormone changes, (Watson,1998). The development of the central nervous system is also inextricably bound in biological theory, with the nervous system's growth and connections' influencing the change of 'behaviour patterns' (Watson & Stirling, 1998). There are occasions when 'development and 'behaviours' do not observe 'normal' patterns and outcomes. It is this area of 'biological deviation' of development and behaviour patterns which will form the main strand to this section.

In order to present the 'nature side' to the debate the next section will begin with a brief description of 'normal' motor development and some of the biological factors which may influence or change 'behaviours'. Development of human beings begins pre-natally, with the heart and central nervous system developing at four weeks' gestation. During the first year of life a baby will learn to sit upright, crawl, stand and normally by twelve months walk alone. During the next years a child acquires the ability to hold objects, often swapping between hands stimulating neuron transmitters triggering development. It is this phase of development or 'maturational theory' which bases its findings on linking 'behaviours' and definitions to these observed patterns of development and maturity (Thelen, 1984). Research in this area involves analysis between the links to skills and 'behaviours'. For example, by crawling to walking the theory argues that 'behaviour' patterns would be influenced by milestones and biological influences generated by the development of the central nervous system (Bee,1992). It is this biological process, occurring at different times during development which assists 'normal' development and 'behaviour' patterns. However, this process can also be affected by certain causes and factors such as drugs, diseases, or inherited genetics.

To better understand how certain biological conditions may influence 'behaviour' the next section will review associated strands within biological theories. One particular area of interest is the influence the brain, in particular how the brain responds to physical

changes and influences through adolescent into late adulthood towards developing 'behaviours'.

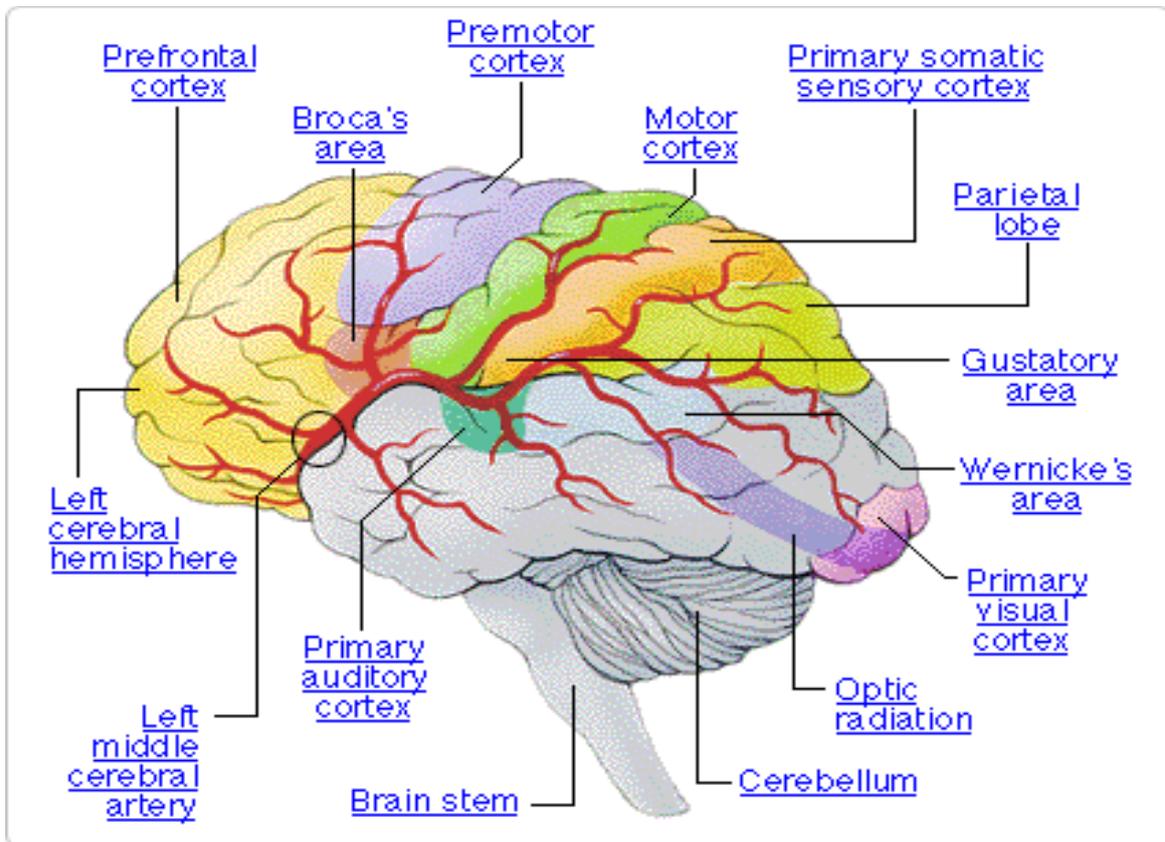


Figure A1. Function of the brain (Source: confrontaal.org)

To understand 'behaviour' and the brain's involvement, the human brain needs to be reviewed. It is often described in terms of two hemispheres, left and right, joined together by the corpus callosum. The left is primarily associated with verbal skills (speaking, reading and writing; typically more developed in females) and the right is associated mainly with spatial awareness (measuring, perceiving direction and working with blocks and other objects; typically more developed in the male brain; Gurain, 2001). Vertically the brain consists of three major layers. These three layers have distinct functions. Layer one is the brain stem where the flight or fight responses are harboured, and often where 'behaviours' of an impulsive nature such as aggressive conduct or shouting out. This is also the most primitive part of the brain and is a key factor, especially when observing 'behaviours' which some may have termed 'difficult'. Pertinent also is the limbic system where emotion is generally processed, and the four lobes: frontal, parietal, occipital and temporal where each set has different cognitive functions. For example, the frontal lobe is primarily associated with the many different aspects of reasoning types of 'behaviours'. In each lobe different sensory stimulants are also processed, certain cortices in the top half

of the brain handle the majority of our moral and other decision making. The brain however, is not entirely composed of cortex; there are many other types of structures that are critical for learning and 'behaviour'. These include structures deep within the brain. The hippocampus: critical in consolidating new memories and the amygdala plays an important role in emotional responses (Howard- Jones, 2010).

Brain development is separated into key stages: pre-birth, childhood, adolescent and early adulthood (Bee, 1996). It is however the categorisation of the adolescent development stage which is of most interest to this study. Neuroscience has shown the extent to which the brain is still developing in adolescents, particularly the frontal and parietal cortices, where synaptic pruning (changes within the brains structures) does not begin until after puberty (Huttenlocher, 1979). This specific change whereby synaptic pruning occurs during adolescence involves a process called Myelination. It is thought the axons carrying messages from and to the neurons become insulated by a fatty substance: myelin may improve efficiency of information communicated to the brain. It is thought that Myelination increases considerably throughout adolescence, and to a less dramatic extent, throughout adulthood (Sowell, 2003). This suggests that the adolescent brain may be less efficient at carrying out a range of different processes such as directing attention or inhibiting inappropriate 'behaviours' than the adult brain. A study conducted by the Institute of Cognitive Neuroscience (2011) identified a 'dip' in the adolescents' brain efficiency when reviewing the communication of information and processing for 'behaviours'. The observed 'behaviours' included 'talking out of turn'. However, the research found that the adolescent brain's inability to recognise certain 'behaviours' as 'antisocial' proved interesting. The research however, did state that whilst the 'brain is still developing it needs to be moulded and shaped' which suggests that environments adolescents inhabit may also play an important part in shaping their 'behaviours' (Blakemore, 2011). This raises a key issue whereby 'behaviours' could not only be influenced by biological aspects but by other external factors such as family and peer influences. It also begins to question and challenge assumptions that 'behaviours' are predominately influenced by one source: biological or environment.

The Institute of Cognitive Neuroscience (2011) also concluded that levels of their termed 'acceptable behaviours' undulated between each developmental stage. Certain biologically influenced 'behaviours' were not recognised as 'difficult or disruptive behaviour'. For example, the adolescent brain viewed 'unacceptable behaviours' differently; not as problematic when compared to a child's brain. This may explain why deciphering 'behaviour' descriptors, especially when related to those expected patterns for 'behaviours' within an educational setting may differ (Poulou and Norwich, 2002).

However, it is not only development of the brain which may influence 'behaviour'. Direct imaging techniques such as nuclear magnetic resonance have been used to indicate the existence of abnormalities in certain parts of the brain, identifying illnesses such as anti-deficit hyperactive disorder (ADHD) a disorder of the brain which effects development and 'behaviours'. Research within this field has also demonstrated that brain cells transmitting information are also specific to certain structures involved in mood and 'behaviour'. Dopamine, believed to affect behavioural inhibition or serotonin, which is involved in mood and emotion are important neurotransmitters affecting emotional status. For example, studies have linked low levels of serotonin to aggressive behaviours. Unis et al. (1997) found serotonin abnormalities in 45 juvenile offenders, possibly suggesting a correlation between low serotonin levels, behaviours and age. There is considerable interest still in biological explanations linked to food additives and their effects on 'behaviours'. Feingold (1975) discovered that between 32 and 60% of children demonstrating difficult 'behaviours' saw improvement when changes to their diet were made. However, an important point to note is expectations towards 'behaviours' may have altered. For example, 'behaviours' may have also been influenced by differing managements and attitudes. This may have also included social implications such as firm monitoring and handling of the situations, a known model to improve general behaviour (Long, 2000).

Another possible factor requiring consideration is low-level or 'minimal brain damage' which can often result in difficulties in learning and regulating 'behaviour'. Harris (1978) identified that 'difficult behaviours' may be related to abnormal brain activities as a result of 'minimal brain damage' in the temporal lobes affecting emotional states such as mood. This was also supported by Ounsted (1969) who found that of the 100 children diagnosed with temporal lobe epilepsy, 36 also suffered from outbursts associated with rage and anger. Both findings supported the discovery of abnormal 'spiking' activities in the electroencephalogram (EEG), a recording of brain activity, of children who already presented with observed 'difficult behaviours'. However, despite these links an epidemiological study conducted by Schmidt *et al.* (1987) could not find substantive evidence to support these findings.

The medical response in defining 'behaviour' is still based on limited factual understanding of the brain (Whatson & Stirling, 1998). Neuroscience has based its findings on very limited comparable data when discovering how neurological development really occurs. It is also clear from the literature that behaviours are commonly linked to the individual only, although this viewpoint is probably less common than it was (Bee, 1992). Similarly, the medical model also sees these behaviours, due to biological issues,

in isolation tending to treat them as individuals too. According to this perspective certain behaviours will then simply be diagnosed, classified and treated. It is therefore important at this stage to recognise other causes for 'behaviour' such as sex differences.

Brain technologies are also beginning to show developmental functions and patterns linking to sex, revealing distinct differences between the male and female brain (Gurain, 2001). In-utero sexual identity is determined by colossal doses of male/ female hormones. These high doses of particular hormones permanently change the state of the brain and its reactions to situations and behaviour such as fight-or-flight reaction and decision making. It is these in-utero distinct developmental processes which lead to a series of developmental differences in the male/female brain. For example, a male brain stem (reptilian brain) will respond to a physical crisis by developing the capacity to move information quickly from the bottom of the limbic system (the amygdala; part of the brain where emotional processing occurs) towards neocortex, thereby inducing 'fight or flight' responses. In contrast, the female brain is more likely to process physical crisis including pain, hurt or anger, into the left hemispheres primarily associated with verbal skills and reasoning. The amygdala is larger in males, reaffirming the likelihood that males develop more aggressive types of 'behaviours' in relation to certain social situations. It is this reaction – the 'fight or flight' response - which is also supported by the pituitary gland and is more rapid in its engagement in the male brain (Bee, 1992).

However, perhaps the least understood area in neurological brain development is emotive processing (Gurian, 2001). Research has shown that the female brain processes more emotive stimulants, through more senses and by verbalising emotive information quicker. For example, males can sometimes take more time to actually process emotive behaviour (Gurian 2001) often with higher levels of cortisol (stress hormones) present, due to time lapses when processing received information. In theory, a male's aggression- and –withdrawal response short-circuits intellectual and academic learning. Emotive processing takes longer and involves less reasoning in males (Gurain 2001).

The impact of hormones on brain development is also important. The sex hormone testosterone (a male steroid hormone) is much more present and functional in males, which can lead to an increase in 'behaviours' such as aggression, competition and self-assertion. In contrast the thalamus, which regulates emotional life, physical safety and processes of incoming sensory information, is more responsive in females. This sensory function- controlled by serotonin, would typically see females better controlling impulsive 'behaviour' than males. Evidence has suggested that females would tend to self-monitor high risk and immoral conduct better than males- especially if there was an equal balance

of social influences such as ethics or impulse control (Gurain 2001). This raises an important question in relation to sex and how sex differences may unconsciously shape 'behaviours'. It also raises another factor: of perception and management towards these types of 'behaviours'. This is also underpinned by an educational study conducted by Croll and Moses's (1990). Here, their study aimed to observe 'aggressive classroom behaviours'. Interestingly, key findings identified 'male' respondents received 68% more criticisms for 'behaviours' than girls. However, it should be noted that explanations for those 'criticised aggressive behaviours' failed to define them as male or female behaviours. Dabbs and Morris (1990) also found that males with higher levels of testosterone were more likely to commit behaviours described 'aggressive in nature' than those typically found in females. Whereas Cairns *et al.* (1989) found that male and females did not differ in their experiences of anger or aggression in different situations, they did however differ in the behavioural expression of anger. For example, their findings suggested that males tended to use more physical confrontation whereas females were more likely to use social structures such as alienation from the social setting. These findings may suggest the need to understand if 'behaviours' are perceived differently when sex is an influencing determinant. It also raises the question towards different tolerances for 'behaviours' where sex determinants are also present.

What is important though is that biological theory alone did not account for those observed 'aggressive behaviours'; acknowledgment of environmental factors such as group dynamic was also recognised. Interestingly, the educational studies undertaken by Adey *et al.*, (1991), Oswald *et al.* (1991), Johnson *et al.* (1993) and later referenced by Oswald (1995) provided some interesting examples between 'behaviours' and sex. The basis of their research focused on ascertaining the nature, frequency and extent of potential discipline problems. Of particular interest to this enquiry is the suggestion that the majority of discipline problems were attributed only to a small number of pupils supported also by Merrett and Wheldell (1984), the Elton Enquiry (1989) and more recently the National Foundation for Education Research (NFRE) 2012 survey. Collectively their findings suggested that classroom 'behaviours' and those termed 'disruptive' were mainly caused by only one or two pupils, however they were often male. Interestingly the referenced studies only listed 'behaviours' such as verbal and physical aggression as 'disruptive behaviours' with virtually no distinct definition for other 'behaviours' again re affirming the link to sex and behaviour characteristics.

However, for the majority of people problem behaviours lack a physiological explanation (Long, 2000). Most 'behaviours' manifest themselves as temporary, with a high rates of spontaneous remission. Such evidence makes biological explanations unlikely as the key

determinant for 'behaviour' issues. In the majority of cases other known causes provide answers for behaviour and the determinants for these (Long, 2000, pp.261). The alternative view, nurture explanations for 'behaviour', draws upon explanations of 'behaviours' place social interaction and therefore society as key determinants. Here the idea that behaviour is attributable to individuals is challenged (Wearmouth, 2005), rather it focuses on the social context of behaviour and the way in which long term environments develop individuals' strategies and predispositions. Therefore, the following section will attempt to contrast thinking by defining some of the dominant literature in terms of social learning theory. It will specifically focus on concentrating on understanding behaviour through these theories, exploring perspectives and paradigms resulting in the behaviourism, cognitivism and constructivist approaches.

Social learning theory and 'behaviour'

In contrast to the physiological theories, learning theorists start from the opposite end of the nature/nurture debate. Learning theorists do not reject biology any more than biological theorists reject environment, but they establish that the recognition of specific experiences in-conjunction with hormones or inherited propensities can affect behaviour (Bandura 1977: p.16).

Two basic processes of learning are also agreed upon: classical conditioning and operant conditioning. It is this early interest in learning which sparked interest towards 'behaviours'. These sub varieties of learning theory particularly 'behaviourism', 'constructivism' and the second sub variety, social learning theory, developed in the late twentieth century by Bandura (1977, 1982) are of particular interest. According to those learning theories, there is a need to understand that different sorts of 'behaviours; stem from particular experiences. The following section will firstly introduce behaviourism, through two types of conditioning: operant and classical. Constructivism and its variants will be understood through the confines of learning.

Behaviourism proposes that 'behaviour' develops as a result of our observing what other people do, with learning defined simply as an acquisition of a new behaviour (Wollard, 2010). The learner starts off in life; or in the learning environment with a clean slate (i.e. *tabula rasa*) 'behaviour' being shaped through positive reinforcement or negative reinforcement (Skinner, 1969). Positive indicates the application of an incentive such as praise post cards, merits and sticker charts. Negative indicates the withholding of an incentive, an example of this would be a detention or isolation from activities. Learning is therefore defined as a change in 'behaviour' in the learner. Behaviourists call this method of learning 'conditional', arguing that there are two types of conditioning: classical, where

behaviours can be conditioned to respond in a set way and: operant, which involves reinforcing behaviour by rewarding it (Wollard, 2010). Four stages in the process of classical conditioning are identified: acquisition, extinction, generalisation and discrimination. Pavlov, cited in Wollard, 2010 argues that these four areas are responsible for 'break down' of behaviours, allowing for remodelling and reshaping of 'behaviours' to occur within the operant stage of conditioning. However, it is 'operant conditioning' which is of particular interest, as this approach is often used in schools 'behaviour' management. Key aspects to operant conditioning feature: reinforcement, housed either as positive or negative. Schools may operate positive reinforcement by using words such as 'proud' when describing positive 'behaviours'. There may also be physical actions which provided pupils with additional freedom to demonstrate positive reinforcement. On the other hand, negative reinforcement would be a method applied which decreased the likelihood of a particular 'behaviour'. This may be achieved by pairing the 'behaviour' to an unpleasant 'follow-up' such as detentions or exclusion from certain activities (Wollard, 2010).

The basic principle of behaviourism is that certain 'behaviours' bring rewards which are intrinsic and are associated with internal senses of gratification, well-being, or moral correctness. Others bring negative connotations often linked to punishments (Wollard, 2010). It is these approaches often seen in school management towards 'behaviours' which either uses persuading mechanisms or deterrents towards 'behaviours' which may be a key factor for consideration too. It is these fundamental principles which assist in the development of policy to manage 'behaviour' which may be particularly interesting, demonstrating values for acceptable/unacceptable 'behaviours'.

In contrast to behaviourism is the constructivist approach towards 'behaviours'. Constructivism is best described as a theory which describes how learning happens; it suggests that learners construct knowledge out of their experiences (Jonassen et al., 1999) The concept of this model is that every learner is viewed as unique with unique needs and backgrounds referred to as 'social constructivism'. This approach has particular importance towards this study as it suggests that 'behaviours' may be subject also to their environment, particularly important when describing and viewing particular 'behaviours'. Social constructivism on the other hand suggests that knowledge is firstly constructed in a social context and is then appropriated by individuals (Pritchard, 2009). According to Woolfolk, (1993) 'learning is active mental work, not passive reception of teaching. Social constructivism encourages individuals to arrive at their own version of the truth, influenced by their background and embedded world view. Human beings understand the world by constructing models of it in their own minds' (Johnson- Laird,

1983). Two individuals exposed to exactly the same experience are likely to have different outcomes as a result of amongst other things what they already knew how, they interpret them and how they undertake the experience (Derry, 1999: McMahon, 1977). This can be exemplified by observations by Patterson (1982) where a study showed that in the homes of some family's children's pro-social acts such as sharing are often ignored or responded to inappropriately. Also the parental models for positive behaviours can often be limited, with emphasis on inconsistent, restrictive and punitive interactions with children. Acknowledgement of Patterson's findings raises questions around general consensus and acceptable 'behaviour' cultures. For example, teacher perceptions and tolerances of certain 'behaviours' may differ from those of their pupils, other teachers or indeed parents. Wertsch (1997) also acknowledges the impact environments may have towards perceptions and 'behaviours', stressing the importance of the 'individuals' social interaction with other members of society', as 'without this interaction it is impossible to acquire a social meaning of important symbols and systems of socially expected behaviours'. The following section will therefore consider the theory of social learning which further emphasises the role of environmental factors, observed through such elements as observation and participation.

Social learning theory, developed from the work of Bandura *et al* (1963) propose that observational learning is an active process in which learning is influenced by social experiences and observation. Bandura, defined this learning theory as 'Except for elementary reflexes, people are not equipped with inborn repertoires of behaviour, they must learn them' (Bandura, 1977, p.16). Here social learning theorists do not reject biology any more than biologists reject environment but merely state that hormones or inherited propensities can affect behaviour, but specific experiences will influence development. Significant here is not only biological and environmental factors influencing 'behaviours' but also they may shape the future development of further 'behaviours'. Social learning theory proposes that observational learning can occur in relation to three models (7) involving the following sequences: Attention- attentive to particular features of modelled, Retention- retain the details of the 'behaviours' in order to learn and later reproduce, Reproduction- individuals required to organise their responses in accordance with the modelled 'behaviour' and Motivation- an incentive during the individual's reproduction of the 'behaviour'. It is important to note that even if all the factors are present the individual will not engage in the 'behaviour' without motivation (Bandura,

7 Live model- in which the actual person is demonstrating the desired behaviour, Verbal instruction- in which an individual describes the desired behaviour in detail and instructs the participant in how to engage in the behaviour and Symbolic- which modelling occurs by means of a media including fictional /nonfictional characters demonstrating the behaviours.

1977, p.16). Bandura's major theoretical beliefs are fully consistent with social constructivists' thoughts, which argue that 'human lives are not lived in isolation' (Royer, 2004). Bandura also argues that individuals learn from observing role models in day to day life. An example such as children were more likely to be aggressive when they had observed aggression in others (Bandura *et al.*1963). Such observational learning is a key concept when attempting to identify social roles in schools. This can be exemplified also by Wragg (1984) who showed that others seem to learn from the behaviours of others, particularly the consequences of those 'behaviours'. This is also supported by Merrett and Wheldall (1992) study, who not only reported that teachers can also be influential agents in developing 'behaviours', but interestingly the use of their communications strategies hold particular relevance, especially when defining or challenging a particular 'behaviour'. A key issue which will be discussed in part three.

However, as with any review of theory it is not that easy to associate 'behaviour' by simply dividing and subdividing into theories and concepts. There are no simple categories without natural crossover, quite the opposite. As indicated; within the biological aspect to behaviour acknowledgment, recognition of social factors featured widely, with many similar attributing factors in their definition. To simply divide each away from each other is virtually impossible.

Part two- How policy has shaped modern day understanding of 'behaviour'.

The recent 2010 Education Act communicates the need to manage 'poor discipline control', seen to be 'forcing good people out of the classroom' (DfE 2010). Gove, (2010) also states that 'two-thirds of the teaching profession were in support of the notion that 'negative behaviours' were 'driving people out of the profession'; citing 'classroom stress', and 'pupils' lack of respect towards discipline and teaching staff' (Gove, 2010). The 2010 White paper appears to see 'behaviour' and as a key priority primarily for schools. It presents recommendations for 'behaviour management' which include 'teachers having the statutory authority to discipline pupils for misbehaviour occurring mainly in school', assurances that a 'strong behaviour policy exists' (including a reward and sanction provision), and that the head teacher should decide the standard of behaviour expected by pupils at the school, with assurances that it is 'well understood by staff and consistently applied by all'. Elsewhere, there is concern that teachers may not be getting effective support in how to manage behaviour in the classroom. For example, over two fifths (41%) of teachers rated the training in managing pupil 'behaviours' during initial teacher training (ITT) as 'poor' or 'very poor', three fifths (60%) also stating that they had

not received any continuing professional development (CPD) in the last month relating to managing 'behaviour' (NFRE, 2012).

This lack of concordance between policy, support and practice raises some concerns for 'behaviour', their interpretation and management. Schools are facing increasing pressure to find better ways to manage 'behaviours' (Jones, 2010), and if they do not can place limiting judgements on schools when 'expected behaviour standards' have not been met (Ofsted, 2011). Arguably, teacher autonomy concerning 'behaviours' has been slowly reducing, for example the 'Ofsted framework' (1992) introduced the monitoring of teaching and learning.

Having already outlined some of the key theories which have defined our understanding of 'behaviours', part two will now analyse the evolution of English policy making in relation to 'behaviour' in schools. This section begins by discussing data, as this raises questions relating to SEN, exclusions and teacher perceptions linking to 'behaviour'. It then systematically explores the education policy context in relation to definitions of 'behaviour', will discuss legislation and policy documents in relation to areas:

1. The Major Education Acts of the twentieth century influencing 'behaviour' and its effects on structures in schools
2. The conceptualisation in policy of the role of the pupil in 'behaviour'
3. The conceptualisation in policy of the role of the teacher in 'behaviour'

Data profile for 'behaviours'

The perception of the young appears to have shifted from positive to negative (TES, 2010). Opinion polls over the last decade have demonstrated negative perceptions towards young people. According to the British media, with over a third of published articles displayed concern over 'behaviours' (Ipsos Mori, 2006a). Figures also taken from the DfE, *Permanent and Fixed Period Exclusions from Schools and Exclusions Appeals in England, 2008/09* indicated that almost 18,000 pupils were permanently excluded or suspended for 'violent conduct' with more than half of these exclusions for 'physical attacks', including violence to either members of staff or other pupils. In contrast Ofsted findings from December 2011 stated that 92.3% of all schools' standards of 'behaviour' were judged 'Good or Outstanding'. A further 7.5% were judged 'Satisfactory' and less than one per cent (0.3%) were judged 'Inadequate' (Ofsted, 2012).

These facts alone raise several key questions towards concepts and contexts for 'behaviours'. Key issues as to how or when 'behaviours' become problematic and general

perceptions raises questions. Further figures taken the Ofsted 2011 report also demonstrated that 93.9% of primary schools to have 'Good or Outstanding' behaviours, compared to only 84.4% of secondary schools. This may suggest differences between school phases. Interestingly, the data from the National Foundation for Research in Education, NFER (2012) study also concluded that teachers do not perceive 'behaviour' to be an over whelming issue in classrooms. In fact, the NFER research declared that of the 1,600 teachers polled only 6 per cent felt that 'poor or very poor behaviour' existed in schools, with 'behaviour' recordings against teachers virtually nonexistent. The report also concluded that primary school teachers felt more positive towards pupil behaviour compared to secondary colleagues. Twenty-two percent of secondary teachers thought behaviours were 'very good' compared to 35% of primary teachers, raising the possible issue of tolerance linked to school phase (NFER, 2012). This factor coupled with 158,000 pupils currently in state-funded mainstream primary, secondary and special schools, with a primary SEN requirement for behavioural, emotional and social difficulties (BESD) (DfE, 2011a), further thinking towards 'behaviours' and their management maybe required. Especially in light of the recent rise in BESD pupils; figures indicating a 0.4% increase (1.7% 2004 to 2.1% 2011; DfES, 2004; DfE, 2011a). With pupils 28.9% of the SEN population identified with a specific BESD need. Sex differences were also noted in the data, with 24.5 % boys listing BESD as their primary need on school action plus or statements. This compares to 26.9 % of girls with their primary SEN listing moderate learning difficulties (DfE, 2011a). These statistics not only raise further questions towards causal factors for 'behaviour', but how effective policy evolution has been, in relation to those differing educational needs.

The Major Education Acts of the twentieth century influencing 'behaviour' and its effects on structures in schools

The 1944 Education Act was a key legislative milestone, as it sought to extend educational opportunity by introducing the principle of 'free secondary education for all' (1944 Education Act cited in Chitty, 2009:6). The Act was described as 'a drastic recasting of the educational system' (Giles 1946:21, quoted in Jones 2003:15). Although the act identified the principle of 'free secondary education for all' it failed to acknowledge the recommendations placed by the 1928 Wood Committee, which stressed the 'importance of unity of ordinary and special education' (Warnock 1978:19-20). This presented some crucial implications for 'behaviours'. For example, recognition of other factors such as environment or integration did not appear to be considered, 'behaviours' merely defined in a biological context. This point highlighted through the *Handicapped*

Pupils and School Health Service Regulations 1945, which defined eleven categories (9) of 'SEN', defining 'behaviours' through the term 'maladjustment' and diagnosed principally through medical authorities (Section 33(2)). Seemingly also to ignore Woods' (1928) suggestion to consider 'environmental factors in the classification' of 'behaviours'.

The 1955 Underwood report went further to catalogue 'behaviour', defining 'maladjustment' as 'such as individuals that 'are insecure and unhappy', 'that fail in their personal relationships' (p.2). The report illuminated seven clear characteristics for 'maladjustment' (10) including 'behaviour disorders'. A clear theme was presented, maladjustment was not a 'medical term diagnosing a medical condition' (pg.2) nor to be 'equated with bad behaviour, delinquency, oddness or educational sub normality'. According to the report 'maladjustment' was best approached as 'a term describing an individual's relation at a particular time to the people and circumstances which make up his environment'. However, policy failed to react to the suggestions made, continuing to view 'behaviours' predominately through the biological lenses. This persisted until 1978, when the Warnock Report was published. The report concluded that 20% of children in school population could have SEN, with 2% needing support above what 'could be provided by mainstream education' (Warnock, 1978). Even though Warnock still did not specifically cite 'behaviour' and its need independently it did raise central thoughts towards parental involvement and multi-agency approaches in managing and defining 'behaviours'. Recognition of Warnock's suggestions was acknowledged in the 1981 Education Act, where Local Education Authority (LEA) was required to identify and assess pupils who may require SEN provisions. Although this Act was eventually surpassed by the Education Act 1993 consolidated again into the 1996 Act, providing the first active recognition towards SEN and education.

9 blind, partially sighted, deaf, partially deaf, delicate, diabetic, educationally subnormal, epileptic, maladjusted, physically handicapped and those with speech defects. Blind, deaf, epileptic, physically handicapped and aphasic children were considered seriously disabled were to be educated in special schools'.

10 i) Nervous disorders (in this context we use the word 'nervous' in its popular sense to describe a disorder which is primarily emotional),
(ii) Habit disorders,
(iii) Behaviour disorders,
(iv) Organic disorders,
(v) Psychotic behaviour.
(vi) Educational and vocational difficulties.

It was however, the recommendations produced in the Elton Report, (1989) which brought 'behaviour', and 'difficult behaviours' to the 'legislative forefront'. The Elton Committee report *Discipline in Schools* (1989) was the first substantial report to acknowledge that 'good discipline was the shared responsibility of all including 'pupils, teachers, heads and parents' in relation to 'behaviours'. The report promoted the ethos that 'behaviours' were intrinsically linked to both nature and nurture, reaffirming point's initially raised by Underwood and Warnock. The report also introduced the concept of teachers' promotion for better 'behaviours' by being more 'effective classroom managers'. It recognised the value of initial teacher training (ITT) which provided ways to motivate and manage groups of pupils when dealing with the challenges towards authority (pg, 9). It also indicated a 'need for pupils to 'behave more responsibly', moving the shift towards pupil responsibility (p. 15). It recommended that the 'rapid assessment of SEN with emotional and behaviour difficulties (EBD) (known now as BESD) should occur, raising teacher awareness and ownership (pg, 15). The report also recognised the need to use 'less of off-site provisions aiming to provide on- site units and specialist teachers working in mainstream schools' (pg, 17).

Reacting to Elton's recommendations legislation stated that LEAs had a duty to ensure 'special educational provision is made for pupils who have SEN' (Section 6(b); 1996 Education Act), ensuring that LEAs provide provisions to all pupils of compulsory school age, including those who have been excluded. Schools had to take ownership of 'behaviours' as 'off-site units' familiar in the late seventies early eighties became more attached to schools (Garner, 2000). This initially brought about challenge especially in school structures and educational arrangements. 'Off site units', where perceptions often took the form of 'dumping grounds for difficult pupils' were 'rebranded' as pupil referral units (PRU) becoming more closely linked to schools. However, the ideology of 'behaviours' becoming synergised to schools was still challenged, particularly by Coulby (1985) who suggested that 'mainstream schools still took the opportunity to avoid responsibility for the some of their pupils 'problematic behaviours'. However, this public challenge towards PRUs, 'behaviours' and conceptions was defined further by the DfEE Green Paper: Excellence for all Children: Meeting Special Educational Needs (DfEE, 1997a). The paper suggested that 'emotional and behavioural difficulties' (EBD) still required a more 'prioritised, consistent approach'. This led to the Programme of Action (DfEE, 1998), with which there was no other single category of SEN pupil particularised in this way. This suggested a heightened sense of importance towards 'behaviours' and the management of them.

The conceptualisation in policy of the role of the pupil in 'behaviour'

Of particular interest is the way policy evolution has recognised 'behaviour' and pupils. It was in the two influential reports, Underwood (1958) and Warnock (1978), that pupil characteristics and 'behaviours' were discussed, although the 1927 Child Guidance Council had suggested the need to encourage provisions for behavioural disturbances. Even though policy had reacted to suggestions including the aforementioned Acts, the 2003 Green paper *Every Child Matters*, the 2004 Children's Act and the Tomlinson Report *14-19 Curriculum and Qualifications Reform* was seen to place the pupil more at the heart of policy. 'Behaviours' though still remained in the background until the Steer Reports (2005) and (2009), where 'behaviour' was seen independently of other SEN groupings. Although the 1998 act led policy to consider 'behaviours' they were still grouped into SEN. The Steer report challenged this further by demonstrating the need for 'behaviour' to be viewed separately. Steer's first report '*Learning Behaviour*' (2005) reviewed 'behaviour' with respect to six core beliefs and noted:

'Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is the most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour' (Steer, 2005).

Although Steer recognises that 'pupils, teachers and environments' are crucial elements for 'behaviours' the report failed to define their interpretation of 'poor behaviours', citing examples of 'common forms of misbehaviour' including 'incessant chatter', calling out, inattention and other forms of nuisance that irritate staff and interrupt learning from the *Ofsted Annual Report of HM's Chief Inspector of Schools 2003/2004*, (February 2005). The report acknowledges that pockets of 'disruptive behaviour can cause problems' for staff and schools although it does not indicate how disruptive behaviours may present themselves and by whom. It focuses on 'learnt behaviours' 'manifesting early in a pupil's career' that if not managed effectively will lead to exclusion. This suggests that 'problem behaviours' may occur as a result of failings in 'behaviour' management systems rather than the 'behaviour' diagnosis itself. Even though the report acknowledges certain 'behaviours' may lead to problems and acknowledges inconsistencies in schools management systems it does not attempt to give any recommendations stating 'there is no single solution to the problem of poor behaviour, encouraging schools though to be 'consistent in implementing good practice in learning', teaching and behaviour management' (Steer, 2005).

Interestingly, when reviewing other studies 'behaviours' linking to SEN groupings additional pupil characteristics was highlighted. These included: 'late admission pupils, vulnerable groups including looked after children' (Ofsted, 2005). Sex was also a particular key focus, boys from disadvantaged families or with multiple risk factors; including those from disadvantaged neighbourhoods was also listed in pupil demographics for 'behaviour' characteristics (Sammons et al, 2008a; Sylva et al, 2012; Sabates and Dex, 2012). Obviously, these factors may provide other causal elements to think about in relation to pupil characteristics and 'behaviours'. Sex and how it impacts on 'behaviours' and their interpretations may be a question to consider. Other key factors may also review whether socio economic status has any influence towards tolerances for 'behaviours' especially this termed 'difficult'. This may highlight any potential discrepancies between consistencies, especially concerning 'behaviour' management strategies.

Crucially though, the latest legislation concerning pupil 'behaviours' may present further issues for school leaders and teachers (Ofsted framework, 2011). Schools under the new Ofsted criteria will have to demonstrate coverage for the new benchmarks (11), including 'pupils' behaviour towards, and respect for, other young people and adults'. Although the described 'benchmarks' do provide strategies which identify characteristics for certain behaviours such as 'running in corridors' there still appears to be little or no consideration for the other factors which may influence 'behaviour' decision making, making consistency a potential issue. As Anderton (2010) noted 'although systems maybe in place, they often appear to be 'misunderstood or misinterpreted' by many. Similarly, Hargreaves (1975) also argued that 'behaviour was not always intrinsically linked to learner'. This possible 'lack of correspondence and concordance' between the pupil and the system for managing 'behaviours' could quite conceivably be a contributing factor to the cause of 'behaviours'. Indeed, Fulcher (1989) has gone further by arguing that 'behaviours' can be provoked by the demands for 'compliance to systems from an unwilling pupil'.

11 Pupils' attitudes to learning and conduct in lessons and around the school

Pupils' ability to assess and manage risk appropriately and keep themselves safe

Pupils' attendance and punctuality at school and in lessons

Pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying.

Source: (2010 evaluation schedule, for use in pilot inspections in summer 2011 only)

Hence it can be argued that knowledge towards 'behaviour' and its determinants is also a key area requiring further discussion (Garner, 2000). This may be considered through the perspectives of teacher perceptions, especially as decisions are generally generated from their interpretations. This is supported by the findings taken from the 1986 Lawrence and Steed report which although identified a 'dearth of research into teachers' perceptions of problem 'behaviour's, the approaches in understanding and managing those explanations towards 'behaviours' heavily depends upon how 'behaviour' and 'learning behaviour' is understood (Watkins and Wagner, 2000). The following section will consider 'behaviour' in the context of the teacher. It will review how legislation, 'behaviours' and teachers' has evolved, understanding if any the potential influences concerning 'behaviours'.

The conceptualisation in policy of the role of the teacher in 'behaviour'

Over the past decades, media coverage has claimed that education was in in 'crisis' (Daily Mail, 18 January 1975) 'with parents blaming left wing policy and pedagogy raising the rate of unemployment and a break down in law and order'. National media coverage between October 1975 and February 1976 identified 'behaviour' with 'school failings': parents worried about child centred approaches to education, fears that 'children were not being taught' resulting in schools and teachers castigated for 'failings' (Tynedale, 1976). Teacher autonomy started to decrease (DES,1976) with media and government interests increasing. This decline in autonomy stemmed from the Department for Education and Science (DES) June, 1976 attempts to seize a more 'aggressive government voice' towards educational matters (Galton, Simon and Croll 1980:41). Teacher accountability in the classroom increased through the 1974 DES 'Assessment of Performance Unit (APU) which 'promoted the development of methods of assessing and monitoring the achievement of children at school, seeking to identify incidences of 'under-achievement'. A general demand for a more 'consumer-oriented education' was beginning to form (Benn and Chitty 1996:11). National testing increased, school leaving age put back to 15 (it had been raised to 16 in 1973), and the call for national inquiries into 'everything progressive' (Benn and Chitty 1996:11). Recognition of these issues and factors not only presented teachers with a myriad of new legislation, but 'behaviour' was also moving closer towards school and teacher responsibility.

This increased teacher accountability for 'behaviours' resulted initially from legislation for formal teacher assessment of SEN (*The Discovery of Children Requiring Special Education and the Assessment of their Needs*, 1975). This act not only emphasised the need to formally recognise the SEN population, but required teachers and schools to work more closely with the multi-professional approach, stressing the value of 'informality

and the importance of 'parental participation'. This raised the issues, first presented by Underwood (1955) and Warnock (1978) that 'behaviours' cannot be seen in isolation' and 'social factors and involvements cannot be disassociated from 'behaviours' (Warnock, 1978:30-31). However, it was not until Elton, the Steer Reviews (2005, 2009) and the latest 2010 White paper legislation which really saw 'behaviour' move towards the teaching and learning forefront. Until the Elton Report findings demonstrated the need for 'behaviours' to be viewed as part of school responsibility it appears that generally teachers did not hold full responsibility for 'behaviours'.

As discussed previously, the role of medics and off-site units often meant that teachers did not have to manage 'behaviours' especially those termed 'difficult' for great lengths of time. Therefore, this potential lack of ownership and understanding for the differing factors shaping 'behaviours' may provide an insight into why there are potential disparities especially towards definition and tolerance. This issue around perception and tolerances was recognised by the work of Fields (1986) and Merrett & Whelddall (1986, 1988) who stated that although a 'pupil action [might be] perceived as 'difficult behaviour'', it will also depend on who sees it, where, when, why, to whom and so on. Although it can be seen that policy has made attempts to categorise and at times prioritise 'behaviour', common definitions and guidance available to schools seems at best limited and at worse, non-existent (NFRE, 2012). This was certainly the case up until 2009 when the Steer report '*Learning behaviour, lessons learned*' followed their 2005 guidelines including obliging schools to 'review their behaviour, learning and teaching policies and undertake an audit of pupil behaviour' (Recommendation 2.1.1: Steer Report, 2005). The report also stated that schools needed to 'identify those pupils who have learning and behavioural difficulties, or come from communities or homes that are in crisis, and agree with staff common ways of managing and meeting their particular needs'. Thus, there was a clear indication that 'behaviours' are to be considered and managed by schools and systems.

The consistency with which 'behaviours', especially those deemed 'difficult' are defined and managed appears to be of increasing concern. (e.g., Steer, 2009; Ofsted 2010, NFRE, 2012). Of particular interest, reinforced not only by the NFRE findings, which have shown school phase disparities in definition, management and execution towards 'behaviours' but also within Steers findings (2005,2009) is that teachers appear not to operate the same principles towards 'behaviours'. Therefore, any definition and subsequent interpretation towards 'behaviours' and 'difficult behaviour' will without doubt reflect the beliefs and values of those members involved, and also to a greater or lesser

degree influence those identified 'inconsistencies' (Watkins and Wagner, 1987). Therefore, it is necessary to make better sense of how 'behaviours' are framed, defined, categorised and responded to within school settings.

Part 3- The impact of theory in relation to teachers

So far, the review has focused on exploring 'behaviour' through the critical analysis of biological and, sociological perspectives and the evolution of policy. It has identified the increased importance now placed on schools and teachers to independently diagnose and manage 'behaviours'. Furthermore, the literature has demonstrated the lack of a clear concordance between 'behaviours' in its widest sense, and inconsistencies seen when managing 'behaviours' (Watkins and Wagner, 2000). When linked to the high number of SEN pupils in the state funded sector identified as having 'behaviour' needs, yet not gaining direct support or clear guidance on strategies to manage their needs issues may occur. Currently schools are required to support 1,449,685 pupils with SEN without statements¹². (Department for Education (2011) Special Educational Need Information Act). Of these 489,055 pupils (26.1 per cent) have behaviour, emotional and social difficulties listed as a primary need (BESD). Nearly half a million pupils have been identified with a specific SEN requirement, yet as indicated by the literature, support and understanding in schools towards 'behaviours' is inconsistent and misunderstood. Even where SEN needs are identified and supported, differences in approaches will be seen between phases of schooling. (NFRE, 2012).

Also, the way in which 'behaviour' is understood by teachers may be mediated by factors such as how the 'behaviour' is viewed, by whom and in what context. Therefore, this part of the review will explore how teacher/ pupil relationships influence 'behaviour', and what other factors may inform teacher decision making. For example, Watkins and Wagner (2000; cited in Wearmouth, 2005, p.26) identified a range of identifying factors, such as environmental factors influencing decision making and the impact of sex on 'behaviours'. They further describe how emotional charged language is often used in association with behaviour descriptors, with teachers' often linking 'behaviours' to their own personal expectations and experiences.

This need for greater 'behaviour' understanding is underpinned by the data taken from the DfE (2011) SEN information act which identifies 489,055 pupils listed on the SEN

¹² A 'statement' of intention devised by specialists to assist the additional educational needs and support for pupils with specific special educational needs

register as having BESD needs (school action) register, requiring their 'behaviours' to be defined and managed primarily by teachers.

Based on the data presented by the DfE (2011) on SEN there is an obvious need for teachers' definitions and understanding of 'behaviours' to be discussed and explored. However, apart from some limited advice from the Underwood Report (1955) which identified the term and characteristics supporting 'maladjustment', the Elton Report (1989) which identified talking out of turn and, running in corridors, making unnecessary noise, and the Steer Reports, (2005, 2009), there has been no real clear definition provided to support schools and teachers to better understand 'behaviour' characteristics and more importantly 'difficult behaviours' to date. This raises the issue of how schools can continue to raise standards, especially pupils with BESD, when no clear definition is offered to guide leaders and teachers to better understand 'behaviours'. This is even more crucial when viewed in relation to the latest DfE guidance which sees the 2010 White paper and latest 2011 Ofsted guidance bring 'behaviours' to the forefront. Indeed, the behaviour policy guidelines set out within the Department for Education latest Ofsted guidance (2011) clearly see the successful management of behaviours as a school owned issue. Commentary from 2010 White paper states that 'schools and teachers need to be more accountable for their pupil 'behaviours'', yet at no point do they define or categorise 'behaviour' and its many facets to assist teacher understanding. This brings to the forefront many of the limitations placed on to schools and teachers in managing 'behaviours' especially when policy and provisions is mainly institution based. This continues to raise the argument of how schools can be expected to successfully manage and improve 'behaviours' when governance and guidance towards behaviours is at best unclear or absent.

To clarify how behaviours are communicated and how this impacts on schools and teachers there is a need to review some key factors which have shaped the professional understanding. Some of these factors were identified in parts one and two, especially the growing link of the role teachers' hold in the successful management and recognition of 'behaviours'. Historically, 'behaviour' definitions have been formulated around a biological framework which has been based on an approach to 'behaviour' diagnosis and management which is removed from the classroom and school. Consequently, teachers had a lesser involvement in the decision making and defining processes when dealing with 'behaviours'. However, as centralisation has decreased, this brings to the forefront the limitations of teachers 'behaviour' understanding. The review has identified that teachers have an acute awareness and positive view of their own personal management

of 'behaviours'. However, this may mean that there are several definitions and ways of managing behaviour in schools. It is this lack of consistency which may impact upon its ability to raise standards.

The NRFE Teacher voice survey similarly identified teacher consistency, in particular teachers' tolerances towards 'behaviours. Figures taken from the study expose several conflicting arguments especially around judgements and understanding. When placed in the context of the decentralisation of 'behaviour' and its management towards teachers, key questions need to be asked in relation to the data from the DfE on fixed term exclusions. Why do the figures suggest an increase in exclusions yet data taken from the NFRE states that of the 1600 teachers surveyed on pupil behaviours 76 per cent of teachers thought that standard of 'behaviour' were good? Only 6 per cent felt that pupil behaviour was 'poor' or 'very poor'. One interesting point which the data made was the contrast between the primary and secondary sectors. Perceptions of pupil behaviour were less positive in the secondary sector compared to that of the primary sector. Data taken from the same study demonstrated that only 22 per cent of secondary schools teachers stated that pupil behaviour is good compared to 35 per cent of primary school teachers. This raises the potential issue of feelings and tolerances towards behaviours may differ depending on the type of educational setting teachers are in, or indeed the type of teacher the different educational settings have.

This is supported by an analysis of DfE statistics (2011) which revealed that pupils at School Action Plus and with statements aged 4 to 10 years most were likely to have speech language and communication needs as opposed to behaviour needs. In contrast the findings from the same study showed that between the ages of 11 and 15 years (secondary years), pupils at school action plus and with statements were most likely to have behavioural, emotional and social difficulties listed as their primary need, a decision based on both biological and environmental. This may suggest that SEN decisions within the primary sector may be influenced and based more on a biological need rather than environmentally based. There may be other reasons for the lower numbers of BESD pupils. Teachers in the primary phase may make different behaviour decisions because they work in smaller teams which have more opportunities for collaboration over behaviour management. They may also tolerate 'behaviours' which teachers in the secondary sector will not.

As discussed in Part One we need to consider the interplay between environmental and biological factors in influencing or defining 'behaviours'. This view also appears to be held by the current secretary for state for education. Gove (2008) put forward the view that in

order to develop 'progressive social change' there was a requirement to 'strengthen relationships at the heart of policy' (p, 114). He clearly places teachers and the relationships they hold with pupils at the heart of developing a 'community based' education system. However, in a somewhat contradictory manner he also argued that the education system governed under Labour was there to satisfy only the 'goals set by the Secretary of State' (p. 116) and not those needed by the community: 'they are increasingly homogenised locations for delivering the same centrally agreed product' (p. 116). Peppered throughout the article is a clear message of 'community' the 'parents empowered to choose the school with pedagogy, the disciplinary approach'. He talks further about the 'relationships between school teachers and parents and pupils changing - and in everyone's interests', requesting all stakeholders to decide on their 'distinctive ethos' for schools, to 'distinguish a more comprehensive range of virtues', empowering parents to be able to decide 'what is right for their children'.

This ideological approach towards the locus of control for 'behaviours' being in the heart of the school community seems to have taken root within the primary sectors. The NFRE identified that 82 per cent of primary teachers monitored 'behaviour' using strategies such as praise, displaying community agreed 'behaviours' which defined acceptable and unacceptable 'behaviours'. This however compared with only 45 per cent of secondary school teachers (NFRE, 2012). This may suggest that teacher expectations are more clearly visible and accessible within the primary sector than that in secondary. It also raises the possibility of a more open pupil/teacher relationship within the primary sector (Oswald, 1995 pp266).

The centralisation of pupil/ teacher relationship is also underlined by 'Behaviour and Discipline in Schools' guidance (DfE reviewed 2011) which identifies several key points for managing 'behaviours'. It outlines a need for a 'behaviour' system which promotes consistent approaches towards 'behaviour' and its management; including that of classroom approaches and rewards and sanctions. However as already identified in relation to other key reports and policy documents, there is no clear definition of 'behaviours'. The policy identifies that the head teacher must decide the standard of 'behaviour' expected of pupils, and must determine the school rules and disciplinary penalty. Thus school leaders should be able to provide the clarity and consistency required. The policy continues by stressing 'the importance of community' and its vision for standards to be 'communicated to parents via the home school agreement'. Clear boundaries are also identified as being important within Section 91 of the Education and Inspectors Act, 2006, which presents guidance related to the teacher's right and statutory

authority, concerning the discipline of pupils whose 'behaviour' is deemed unacceptable, for those who 'break school rules or who fail to follow reasonable instruction'. However, again there is no clear definition for 'behaviours'. However, the Customer voice research: behaviour and discipline powers in schools (DfE 2010) polled both secondary and primary teachers' from London, Birmingham and Leeds and also conclude a clear discrepancy between policy and practice. Their findings demonstrated that none of the reviewed group; including heads were aware of the governments' powers to discipline. Findings also to recognise a 'distinct group of statutory legislative powers coming from the government' was also apparent. Listed in the research findings was acknowledgment of a 'lack of clear rights and responsibilities' with teachers feeling there was no clear shared understanding of their role and rights. Thus there is clearly a discrepancy between policy, which provides the support teachers require in relation to 'behaviours' and the practise of teachers which doesn't identify that this support is available.

One of the reasons why teachers may feel there is a lack of support may be the perceived lack of support they feel for behaviour within the school. Data extracted from the NASUWT 2010 audit of teachers working with challenging pupils, revealed that only half of all staff surveyed thought that there was 'appropriate support available in their school for teachers struggling to manage pupil behaviours. This was reaffirmed by findings taken from the NFER (2008) which described 'negative behaviours', classroom stresses and pupils 'lack of respect towards teaching staff' as the most common factor in forcing teachers out of the profession. The report also noted that 51 per cent of secondary school teachers said they never send misbehaving pupils to the head teacher or senior staff compared with 17 per cent of primary staff.

The literature identified in parts one and two will also help shape how teachers make decisions about behaviour, more specifically when behaviours become 'bad behaviours'. As teachers are surrounded by different kinds of explanations for 'behaviours' (Watkins and Wagner, 2000), and conceptualising approaches in managing 'behaviours' depends heavily on the way human behaviour and learning is understood. Whilst there is acknowledgment that some explanations may be more productive than others, with certain combinations and assumptions holding much more prominence than others, there still seems to be uncertainty especially in practice as to how these behaviours are 'consistently defined'. (Wearmouth, 2005). There is also considerable research evidence to suggest that how teachers conceptualise the causes of 'behaviours' is heavily based on their own personal emotional and cognitive responses (Poulou and Norwich, 2002). Poulou and Norwich also noted that teachers' feelings have an effect on the way

'behaviours' are seen. They noted that the way teachers conceptualise the causes of 'behaviours' they see as worrying or disturbing, bears a strong relation to their own feelings. Interestingly Poulou and Norwich also noted that the 'link between teachers' thought and actions cannot be viewed as neutral and devoid of emotions and feelings' (ibid.,pp.111-112). They also noted that teachers' feelings can be difficult to hide and pupils 'can be very sensitive receivers of teachers' messages'.

Recognition of these factors brings two key factors to the forefront: how teachers perceive 'behaviours' in relation to their own environment and how teachers use voice and language to convey feelings towards 'behaviours'. Watkins and Wagner (2000) and Miller (2003) are among the growing theorists for whom this is an area also of particular interest. It was initially the work of Miller who noted a number of possible common explanations by people of authority, that many pupils may have encountered when being verbally identified as displaying 'behaviours'. Miller highlighted teachers use of language such as 'They're that sort of person, not very bright or a difficult neighbourhood' (Miller, 2000, p.3) when describing 'behaviours'. It is argued that these statements especially 'that sort of person', '.... not very bright' can often evoke a classical deficit model, identifying problems within that certain individual ignoring circumstance or situations Kauffman (1999). This raises the question of what is viewed as unacceptable by one may be totally different to another. This variation is not always framed as teacher/pupil disparity but also between teaching colleagues too. Reading has also suggested that teachers conceive 'worrying or disturbing behaviour' linked only to their own emotional and cognitive responses, (Poulou and Norwich, 2002), p.111). What a teacher states or does not say could be a key factor in developing more successful outcomes. As Blackman (1984) indicated 'teachers are the important social agent in the classroom and that they are the ones who can make a difference when classroom behaviour is problematic'. Teachers form a prominent part of the social environment of their pupils and can therefore be expected to influence their pupils' behaviour through their own behaviour. (p.8) Blackman (1984).

Reflecting upon this statement requires even more attention towards the relevance of 'teacher talk' and decision making' in influencing and managing these behaviours. Teacher talk is also key for the Swinson and Harrop (2009) publication '*Teacher talk directed to boys and girls and its relationship to their behaviours*'¹³ This article drew some interesting comparisons. Although the research focused on a primary school setting the objective to review teacher/ pupil relationships, use of language and gender held

comparable interest and relevance to the proposed setting. Initial findings suggested that of the pupil/ teacher interactions recorded, teachers communicated more at every level both verbally and non- verbally with boys rather than girls. They also acknowledged a main difference in the 'greater use of criticism rather than neutral remarks to individual boys about their behaviours' (167) Mortimore et al. (1998). These differences were also not to be influenced by the gender of the teacher. Similarly, Howe (1997) produced a report for the Scottish Office Education and Industry Department, which also quoted a number of studies finding more negative comments being directed at boys than girls, and little evidence to suggest that this was in any way related to gender of the teachers. Swinson et al (2009) also noted the work of Croll (1995) who recognised that boys did indeed receive slightly more attention than girls, which was exemplified by boys receiving higher numbers of individual teachers' time. French and French (1984) and Swan and Graddol (1988) who came to similar conclusions: 'It is well exemplified that in mixed sex classrooms male pupils receive more attention than do females'. French and French (1984,127).

Eighty-two per cent of all teachers polled in the latest 2012 NFRE teachers voice agreed that praising good 'behaviours' is needed more by teachers, as is the use of consistent stringent 'behaviour' strategies. However, only 51 per cent of secondary teachers polled in the NFRE saw 'positive or negative behaviours' to parents or carers as important, compared to 77 per cent of primary teachers. It also revealed that a quarter of all secondary teachers use detention to regulate 'behaviours' compared with only 1 per cent of primary teachers. This raises key issue of why, given the impact of environmental factors upon 'behaviour' in the secondary sector, few teachers draw upon environmental factors in the management of behaviour, such as parental involvement, central agreement towards behaviours or the use of reward/ sanction. It can be argued that this is compounded by secondary schools having increased accountability placed upon them at a time when their provision for such pupils is treated outside of the school environment. The use of outside agents such as offsite pupil referral units (PRUs) may present more issues for teachers and schools.

An early writer who identified the link between 'behaviour' and the system managing the 'behaviour' is Hargreaves (1975). His studies argued that behaviour was not always intrinsically linked to the learner. He noted that a possible lack of correspondence and concordance between the pupil and the system for managing behaviours could be attributing factor to the cause of behaviour. This view was supported by Fulcher (1989) who noted that 'behaviours' can be provoked by the demands for compliance from an

unwilling pupil. Irrespective of the systems in place to manage 'behaviours' the presiding factor for any pupil action to be perceived as 'behaviour' or otherwise will also depend on who sees it, where, when, why, to whom and so on, reaffirming again decision making stemming from the person/s defining the 'behaviour'. Watkins and Wagner (1987) argue that in practice, any definition, and subsequent interpretation of behaviour will without doubt reflect the beliefs and values of those members involved.

It can be argued therefore that 'behaviours', whilst having some biological basis are mainly influenced by environmental factors, and teachers play a key role in this. However, policy has also shaped the interpretation of 'behaviours' deemed 'unacceptable'. As previously discussed in part two once 'behaviour' has been defined as 'unacceptable/bad/ disruptive' actions often remove the 'behaviour' away from the classroom, with the behaviour being explored and treated away from the school.

Although as demonstrated throughout the literature the majority of teachers have well defined ideas and boundaries of what constitutes acceptable and unacceptable behaviours, it is how those ideas and boundaries are formed which holds particular interest. As Walker (1989, p. 174) confirms, be it a matter of 'survival', teachers' need the mechanisms and tools to positively manage 'behaviour'. The question now is to understand how 'behaviour' decisions are informed and executed to the pupil.

Lawrence and Steed (1986) referred to a 'dearth of research into teachers' perceptions of problem behaviour'. This persists today and is a key driver for this research. As can be seen the literature has highlighted differences in tolerances of 'behaviours' depending on factors such as sex, genre of teaching setting, personal expectations, definition and understanding. It has demonstrated that the primary school setting differ from the secondary setting, that 'behaviours' have differing tolerances based on a variety of factors discussed above and are executed completely differently. It has raised the issues towards inconsistencies of management and interpretation and highlighted that definition is mainly based around 'behaviours' observed through the biological lens. One consequence of this is that 'behaviours' has simultaneously become centralised for some behaviours and yet localised for others, regulated through schools and their various interpretations of policy. In order to make better sense of this observed 'gap in the research field' attempts will be made to understand how behaviours are categorised and defined within a secondary setting.

Appendix B

Supporting Chapter 2

School A behaviour Policy

BEHAVIOUR FOR LEARNING POLICY

ADOPTED BY THE GOVERNING BODY ON REVIEWED
EVERY 3 YEARS AT FIRST GOVERNORS' MEETING OF THE ACADEMIC YEAR.

REVIEW DATE : _____

SIGNED: _____ DATE: _____

Introduction

At Academy we seek to ensure that every learner achieves their very best and fulfils their potential in all spheres of life and learning.

This Policy is in three sections:

Section 1: The Behaviour for Learning Policy

Section 2: Procedures: Putting the Policy into Practice

Section 3: Monitoring of Policy

Section 1: The Behaviour for Learning Policy

This Policy is made up of

- 1.1 Aims and Key Principles of this Policy
- 1.2 Expectations of Students and Parents/Carers
- 1.3 Expectations of the Academy

1.1 Aims and Key Principles of this Policy

Key Principles:

Learning is at the heart of this policy and therefore, the acknowledgement of appropriate behaviour, aspiration and achievement must be visible in every classroom.

High esteem leads to good behaviour, co-operative attitudes and high achievement. It is the responsibility of **all adults** in the Academy to work with students to raise the self-esteem of students and to show respect to students through modelling good behaviour. By far the most significant factor that affects learners' behaviour in the classroom is the behaviour of the teacher.

Aims:

- **Expectations:** To build a set of expectations and behaviours of staff and students that supports the Academy's overall vision and key aims.
- **Climate:** To develop a caring, stimulating and effective climate for learning in which all members of the Academy community feel safe and secure, respecting the rights of all.
- **Co-operation:** To promote self-discipline and co-operation amongst the Academy community.
- **Pride:** To encourage students to take pride in themselves and their environment.
- **Celebrate:** To celebrate students' achievements and reward them for their efforts.
- **Place of Learning:** To highlight and support the concept of the classroom and the Academy as a 'place of learning' with, by necessity, an associate set of expectations.

- **Monitoring:** To establish a system to monitor appropriate behaviour and to provide support to the Student so that they can change inappropriate behaviour.
- **Triad:** To adopt an approach to behaviour management that develops a constructive partnership with home.

1.2 Expectations of Students and Parents/Carers

In all lessons:

- Students are expected to arrive to Academy and to lessons on time
- Students are expected to wear the correct uniform and only permitted jewellery
- Students are expected to be fully equipped for learning
- Students are expected to follow directions
- Students are expected to work to the best of their ability
- Students are expected to respect adults and peers at all times

At all times:

- Students are expected to move around the building with courtesy and care
- Students are expected to show mutual respect
- Students are expected to keep to the left
- Students are expected to speak respectfully to each other, to adults and visitors and use appropriate language
- Students are expected to eat and drink only in the dining rooms or other places specifically provided for this purpose
- Students are expected to keep the site clean and tidy
- Students are expected to respect the Academy environment
- **Students are expected to use their mobile phones only when seated in the dining hall at break or lunch, or when on the school yard at break or lunch. Mobile phones should not be visible at any other time or in any other location.**

1.3 Expectations of the Academy

- Recognise and reward, fairly and consistently, good behaviour, regular attendance, punctuality, high standards of work and effort;
- Provide a system of recording and reporting to parents which places emphasis upon positive contributions to Academy and community life;
- Provide a forum where the views and concerns of learners can be expressed and acted upon where appropriate;
- Provide a staged approach to intervention which includes alternative curriculum and specific behaviour management strategies;
- Maintain a positive and constructive Home Academy Agreement to ensure that the values and attitudes expressed within it are made explicit annually, to all learners, staff and parents/carers; the consequences of breaking the code are fully understood and that unacceptable behaviour is fairly and consistently dealt with in line with Academy disciplinary procedures;
- Provide INSET for new staff to introduce them to the Academy Behaviour for Learning Policy and include INSET on classroom management and behaviour in the professional development cycle.
- The Academy will work with other partnerships and agencies to secure good behaviour for learning.
- Develop and implement a monitoring and review cycle to maximise the effectiveness of any systems.

Section 2: Procedures: Putting the Policy into Practice

This section is split into four sections;

- 2.1 Common Language - Behaviour for Learning
- 2.2 Level 1/2 Behaviours and Rewards Process
- 2.3 Level 3 Behaviour and Consequences process
- 2.4 Level 4 Behaviour and Consequences process
- 2.5 Teaching and Learning Support for BFL
- 2.6 Roles and Responsibilities
- 2.7 New B4L codes

2.1 Common language - Behaviour for Learning

The Academy will reward students using Merits as a currency to earn further rewards. However, we will also use Behaviour for Learning (B4L) levels to identify in-class behaviours. These levels will contribute to rewards and sanctions

Four behaviour levels and the relevant descriptors for each level are detailed below. The purpose of this common language is to allow staff to assess behaviour appropriately and put in place consistent strategies and processes as outlined in this policy. The focus of this policy is to develop the appropriate skills so that all students are demonstrating level 1 and 2 behaviours.

Level 1 - Outstanding

+2 Merits



I have excellent relationships with my teacher and classmates

I am In control of my own learning and want Personal Success

I am interested and excited in learning

I am achieving excellence and being the best that I can be.



Level 2 – Good

+ 1 Merits



I arrived on time with the correct equipment

I have good relationships with my teacher and classmates

I quickly follow instructions and guidance from my teacher

I complete all tasks to the best of my ability



Level 2 – Verbal Warning

+1 Merits

I have had to be reminded of the classroom expectations because.....

warning

I arrived late without a good reason

C1

I have not brought the correct equipment

I have been uncooperative with my teacher or my classmates

I have shouted out and interrupted learn

I have shown a lack of interest in work or not completed a task



Level 9 – 2nd Warning

0 Merits

C2 warning

Despite receiving a Verbal Warning I have continued to fail to meet the basic classroom expectations.

Level 3 – Concern

- 1 Merits

<p>I have continued after my C2 warning to.....</p> <p>Be uncooperative with my teacher or classmates</p> <p>Be slow to follow instructions</p> <p>Shout out and interrupt learning</p>		<p>C3 Teacher sanction</p> <p>Curriculum Leader involved (Possible removal to another room)</p>
<p>HELP!</p> <p>Show a lack of interest in work and not complete classwork</p>		
<p>Failure to complete a C3 detention will result in a 'C4' After School Faculty detention, lasting 40 minutes. *Failure to complete C4 Teacher sanction will result in a 40 to 60 minute Whole Academy Detention* Smoking will result in a Whole Academy Detention – HOY must be notified via Red Slip</p>		
<p>Level 4 - Serious Concern</p>		<p>- 5 Merits</p>
	<p>I have chosen to refuse to work in 'remove'</p> <p>I have been verbally abusive and intimidating</p> <p>I have been physically violent</p> <p>I have seriously jeopardised the safety of others deliberately</p>	<p>SLT Call out</p> <p>Yellow incident report submitted by class teacher to HOF and HOY for action.</p>

2.2 Level 1 / 2 Behaviours and Rewards Process

What do students get rewarded for?

Students receive Merits for demonstrating the following level 1 and 2 behaviours.

- B4L Levels 1/2 (ongoing)
- Contribution to out of lesson activities (ongoing)
- Achievement record (awarded termly)
- Attendance record (awarded termly)

The B4L Levels will be displayed in every classroom, for students, so it is clear what they are rewarded for.

Who gives Merits and how many?

Roles and responsibilities level 1 / 2 clearly outlines who is responsible in the awarding of Merits. The list below is a summary and also states how many Merits should be awarded.

Administration

Achievement record

- Green=75 Merits
- Amber=50 Merits
- Red=25 Merits

Attendance record

- 100% over the term=100 Merits
- 95% or above=50 Merits

Class Teacher/ Staff member

Level 1 Behaviour – 2 Merits

Done automatically

Level 2 Behaviour – 1 Merit

Contribution to out of lesson activities (ongoing when attending activities) =1 Merits

Form Tutor

Expected level 1/2 Behaviours- Uniform, equipment, punctual, respect to others (awarded each day through the register)

All Merits will be entered through the new system

All Form tutors are issued with a weekly analysis of the Behaviour levels, total merits gained and the Behaviour average. This data is shared with tutees as part of the weekly form time routine.

What do the Merits lead to?

All merits awarded to individual students will accumulate and each term if a threshold has been reached they will be placed on the Champions Reward League. The League will be published by Heads of Year and each student on the league will receive a generic entitlement, such as:

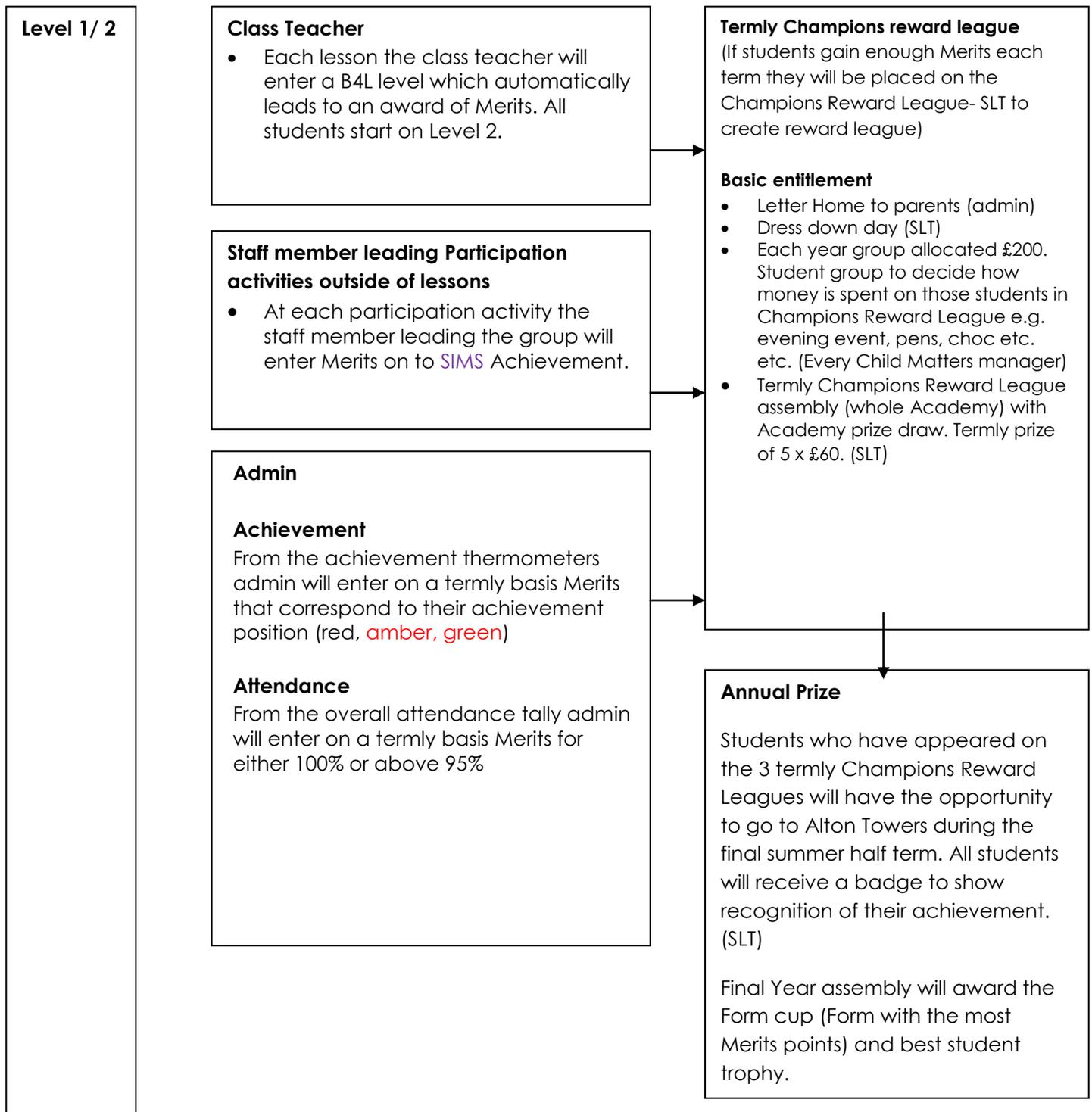
- Letter home to parents
- Dress down day
- Termly Champions reward league assembly (whole Academy) with Academy prize draw. Termly prize of 5 x £60
- Invitation to termly rewards event.

Annually all students who have appeared on 2 out of 3 of the termly Champions Reward League will have the entitlement to attend an annual trip to Alton Towers that would occur in the summer term.

Can Merits be removed?

Every Level 3 issued to a student will minus 1 Merit from a student's tally. Each Level 4 incident recorded will minus 5 Merits from a student's tally.

Process - Level 1/2 - Awarding Merits



School A Merit Award Scheme

All staff are issued with an Merit Award stamp. This is an additional reward scheme whereby staff can issue 'Merit stamps' at their discretion should a student do something 'above and beyond' which they deem to be outstanding (e.g. attend parents' evenings to help staff, attendance at extra-curricular clubs, consistent outstanding attitude to learning etc). Form tutors also award a weekly merit stamp to their 'Star of the Week' which is awarded to the student who has excelled around school the previous week.

In termly reward assemblies the 5 highest Merit stamp recipients in each year group receive a 'Principal's Award.'

In addition, in the student planner there are Bronze, Silver and Gold pages which get completed on receipt of each merit stamp. Blazer badges are awarded in assemblies as each threshold is passed.

2.3 Level 3 Behaviour and Consequence Process

The consequence system is a sanction process designed to prevent Level 3 behaviours. It should only be used where a student is clearly demonstrating one of the descriptors that constitute Level 3 behaviour. Over reliance on the consequences will create a negative ethos within the classroom and prevent constructive relationships being established.

Process within the classroom

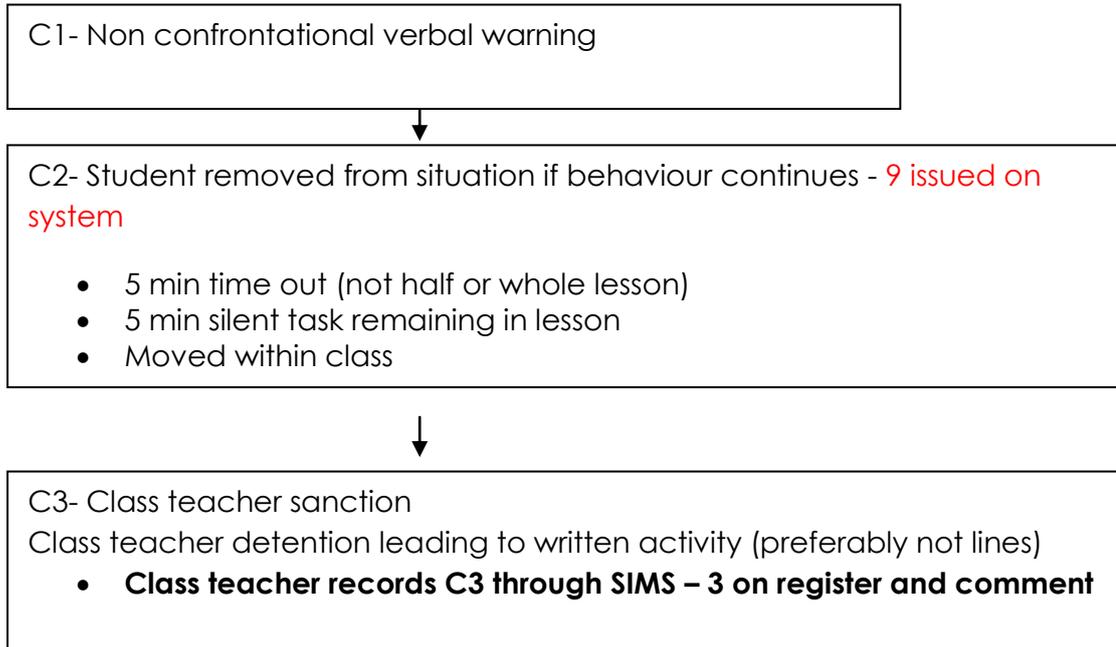
- The following is a list of behaviours derived from the level 3 descriptors where use of the consequence system would be appropriate.
- It is essential that where unacceptable behaviour is observed, a processed escalation through C1 – C3 is implemented.
- The use of whole class sanctioning is **not appropriate**.

Level 3 Behaviours include

- Unwilling to follow teacher's instructions
- Not listening or paying attention
- Distracting others
- Interruption whilst someone is speaking (teacher/student)
- Rude or disrespectful comments to others
- Blaming others for poor behaviour
- Off task or wandering in lesson
- Arguing with the teacher or other pupils
- Misuse of other people's property

- Regularly not bringing specialist equipment
- Late to lesson

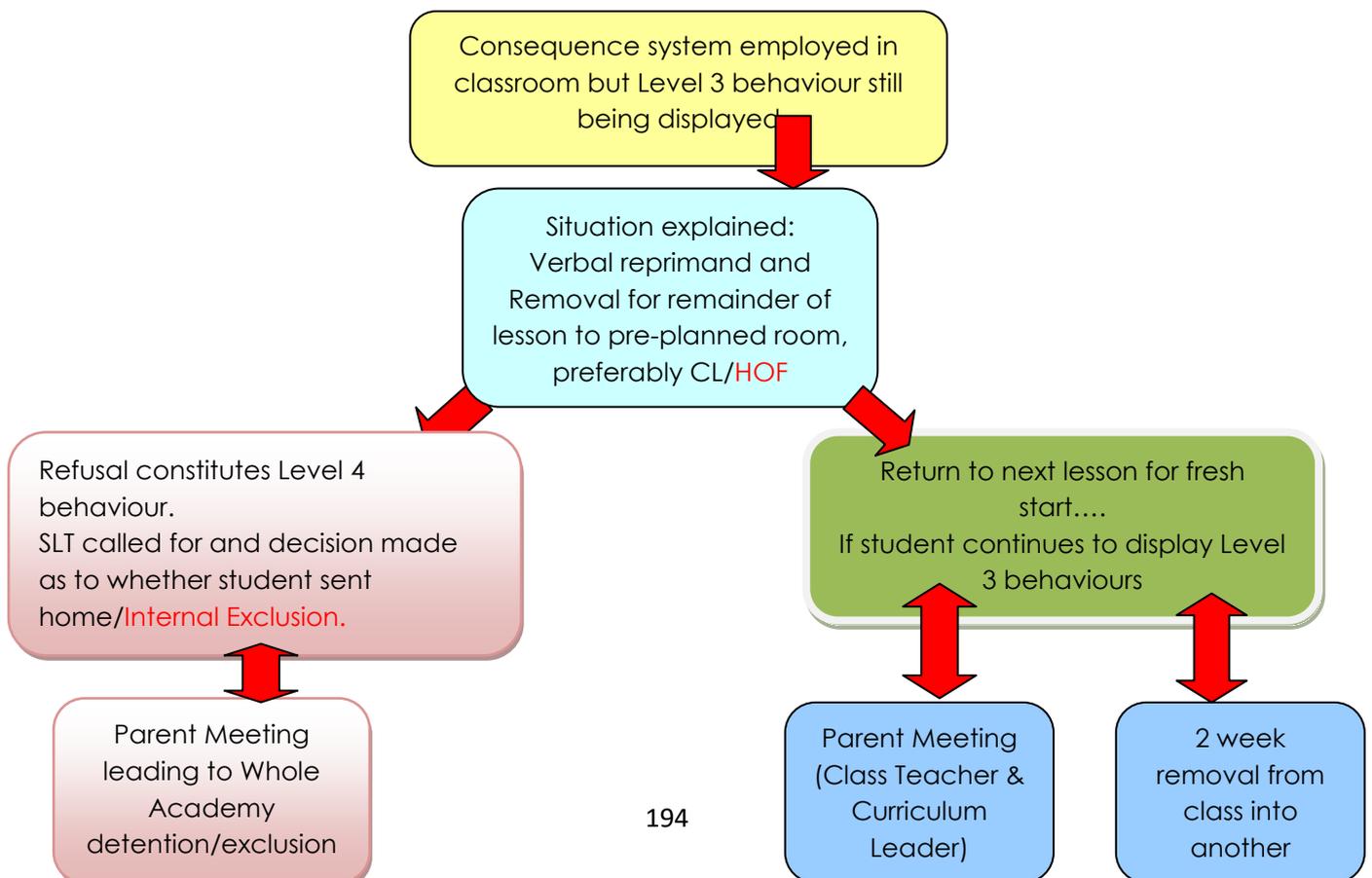
Process-Level 3 (recorded on SIMS and comment included)



Only one C3 should be issued to a student over the lesson.

Department Provision

If a student continues to display Level 3 behaviour after a C3 has been awarded, this becomes a remove situation within a Department or Hub



Process where it is only possible to give a warning

There are some circumstances in the Academy where a student will display Level 3 behaviour, but it would only be possible to progress to C1. It is important there is a whole Academy process that is consistent, but also takes account of the frequency of this type of behaviour. Highlighted below are circumstances where a warning can be recorded by reporting behaviour to form tutors:

Corridor/ Out of lesson Behaviour

- Littering
- Not meeting corridor standards

Uniform

- Uniform not meeting expectation as set out in student planner.

What will reporting unstructured time behaviour lead to?

All warnings issued should be reported to form tutors so that the form tutor can issue a 3 in registration (leading to -1 Merit)

Level 3 Monitoring process

Weekly Behaviour Analysis from SIMS –Form tutor/HOY/Behaviour Manager identify/monitor progress of **students displaying poor behaviour**.

- Frequency of incidents
- Range of subjects
- Types of behaviour

Behaviour observed in only one or few curriculum areas

- Dept intervention
- Collaborative team teaching support in developing teaching and learning strategies

Behaviour Observed across a range of subjects

- Form tutor contacts Home
- Form tutor provides guidance support, **and issues a Report Card** for a **three-week** period if **student receives 5x9's or 3x3's in a week or a significant combination of both.**

Monday Week 2 (Behaviour analysis from SIMS)

- Form Tutor after **three** weeks monitors progress and in collaboration with Head of Year evaluates progress and decides next steps
- Either

Progress made-

No further action **and removed from Form Tutor Report Card.**

No Progress made-

HOY decides on and implements enhanced intervention

- **HOY Report Card and Parental contact**
- **Student discussed at Welfare Referral Meeting and preventative programmes implemented.**
- Disapplied programmes/ including specific targets and individual on-going mentoring
- Regular communication with parents of progress made

(Behaviour analysis from SIMS)

- After a further **three** weeks if no improvement is **made, a referral is made to Assistant Principal** and further referral to targeted services (SENCO, WM) for further assessment to see if specific learning or social emotional/ barrier - is inhibiting progress. Either:

No specific barriers identified.

Assistant Principal monitors behaviour for a period of two weeks

Specific barrier exists and targeted support with outside agencies is put in place

- Meets criteria for SA+/S SEN code of practice- SENCO lead worker
- Identified Social/ welfare/ emotional barriers- WM lead worker

All cases that show no improvement to be referred to Governors steering Committee

2.4 Level 4 Behaviour and Consequence Process

When applying consequences, it is important that students see a consistent and stepped approach, so it is important that only the stated behaviours outlined below result in a Level 4.

Behaviour which constitutes Level 4 will arise through two channels –

- Failing to follow instructions after demonstrating Level 3 behaviour and being removed to another room, or
- Occasions when behaviour is significantly extreme.
 - **Physically violent**
 - **Smoking**
 - **Verbal abuse and intimidating**

It will be necessary to complete a Level 4 Yellow Form and send to HOD/HOF before forwarding to the relevant HOY. If the behaviour occurs in a lesson then a 4 should be recorded on SIMS lesson monitor.

Process – Level 4

SLT/**Behaviour Manager** responds to Level 4 behaviour

- Student removed to **Internal Exclusion**.
- Class teacher returns Yellow form to **HOD/HOF** who will direct it to the appropriate HOY. It is important the Yellow form is passed onto **Internal Exclusion** asap- e.g. at the end of the lesson.
- **Assistant Principal (Behaviour)** will take one of the below actions
 1. Incident meets criteria for exclusion from mainstream and admin contacted to arrange next day meeting. The student will not return to mainstream lessons until that meeting is held. HOY will post this info **via email to class teacher, relevant HOD and form tutor**.
 2. Incident does not meet criteria for exclusion. Student returned to mainstream and HOY will discuss department strategies with the referring class teacher to identify what future strategies could be employed within the department.

NB- It is intended that a student will remain in **Internal Exclusion** until the Yellow form has been actioned by SLT. However, if capacity is full then SLT will have to make a decision on who is the greater priority to remain in **Internal Exclusion**.

Next day meeting

- Meeting held with HOY and Lead Worker (WM), if on vulnerable caseload
- Course of action decided using **Guidance on exclusion from mainstream**
- Course of action taken reported to admin, who will update the record on the SIMs (yellow form returned to admin who will input on SIMS)
- HOY to update staff via **email**. All staff to check this **email** to ensure students have not returned to mainstream without being authorised to do so.

Guidance on exclusion from mainstream

This list is not exhaustive and is intended to provide only a guide to support the consistent actioning of exclusion from mainstream. The context of the incident will always be taken into account when deciding the appropriate action.

This guidance is useful for all staff, to enable an informed decision to be reached.

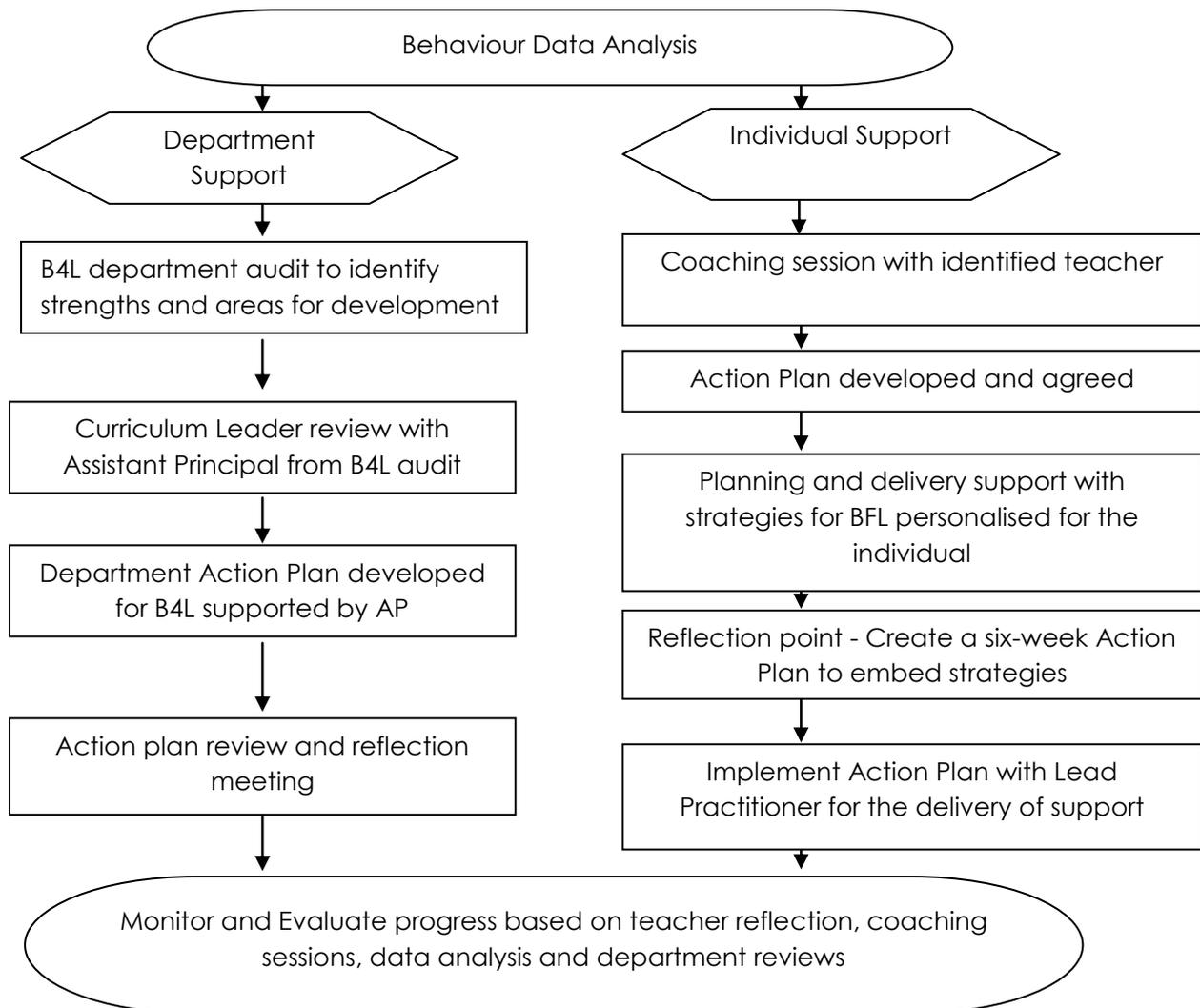
Stage	Intervention/ punishment	Authorised	Comm unicate to parents	Follow meeting up	Follow up action
Intervention 1	1 day Int. Exc placement	HOY/ Asst Head/BM	BM	Not required	
I 2	2 day Int. Exc placement	HOY/ Asst Head/	HOY	HOY	
I 3	3 day Int. Exc placement	HOY/ Asst Head/	HOY	HOY	
I 5	5 day Int. Exc placement	HOY/ Asst Head/	HOY	HOY	
Exclusion 1	1 day Fixed term exclusion	Assistant Head	HOY	HOY	
E2	2 day Fixed term exclusion	Assistant Head	HOY	HOY	
E3	3 day Fixed term exclusion	Assistant Head	HOY	HOY	
E5	5 day fixed term exclusion	Assistant Head	HOY	AH	
E10	10 day fixed term exclusion	Assistant Head	AH	AH/Headteacher	
E20	20 day fixed term exclusion	Assistant Head	AH	AH/Headteacher	

2.5 Teaching and Learning support for B4L

Stage 1 – BFL Toolkit

- Open access to B4L policy and procedures. Weekly reminders to staff as to the processes to follow with regard B4L data.
- Workshop programme available for all staff.

Stage 2 - Targeted Support Programme



2.6 Roles and Responsibilities

Class Teacher

- Class teachers will enter Level 1, 2, 3 or 4 on SIMS Lesson Monitor as appropriate.
- It is important that all students begin a lesson on Level 2.
- The merits will automatically be allocated to students.
- Use B4L toolkit and teaching and learning strategies to support good lesson delivery
- Staff **must enter a comment when entering a 9, 3 or 4**. This comment needs to be appropriate for parent/carer viewing and describe the incident and consequence

Curriculum Leader/ Faculty Lead

- Ensure Class teachers follow the Policy
- Ensure department 'remove' in place for all lessons
- Ensure C3 sanctions are co-ordinated and parents are contacted if students do not attend.
- Monitor and evaluate C3 incidents.
- Ensure 2 students are not sent out at the same time
- Arrange longer term remove placement in another class to provide refocus for a student after meeting with parents over specific issues related to B4L
- Place students in the **Whole Academy detention** using SIMS Detention **after** students have failed department C4 sanction and parents have been notified.

account uniform, equipment and punctuality to form or any poor corridor behaviour which has been notified to form tutor.

- **No student should be punished or rewarded twice for the same incident of behaviour.**
- Display the B4L League each week and determine a caseload of students with whom they will discuss any particular issues and seek to establish solutions

Students

- Strive to demonstrate Level 1 behaviour in lessons
- Carry student planner at all times
- If a C3 sanction is given, then complete the detention/sanction.
- If placed in a **Whole Academy detention** then ensure parents/carers are aware and complete the sanction as required
- Apologise for the cause of any sanction being given

Head of Year

- **Weekly** analysis of behaviour data
- Monitor Form Tutor intervention
- Implement Next day meeting- exclusion from mainstream protocol when Level 4 behaviours occur or persistent low level behaviour- **see attached document**
- Meet with parents of students who fail to attend detentions frequently and determine course of action.
- Ensure outcomes are communicated to staff involved with any issue (Form tutor/Class teacher)

SLT- Manage Major Concern Incidents – level 4

- Run a report at the end of each week
 - to find BFL average level for all students
 - to identify students displaying poor behaviour for each year
 - to identify form data and distribute to staff
 - to identify form averages and display league for each year
 - to ensure Top 10 Champions League students in each year are rewarded with a certificate in the end of term Celebration Assembly.

Admin

Level 3/4

- Produce list of Whole Academy detentions and communicate to parents that a detention has been given. **Give the list to Assistant Principal by 3.30pm on a Thursday so that form tutors can remind students the following morning.**
- Arrange next day meeting on instruction from SLT/HOY and invite welfare manager if it is part of the vulnerable caseload
- Track next day that students excluded or given next day appointment are not in the Academy
- Input Level 4 incident into SIMS after first day meeting and arrangements for educational provision have been made

2.7 New B4L codes

- To assist in the monitoring of day to day learning organisation a **Code 7** has been introduced. This will be used by Form Tutors in the event of a student attending school without their planner, a pencil case or a bag.
- To assist in the monitoring of Homework completion a **Code 8** has been introduced. This will be used by Class teachers in the event that a student fails to submit a piece of homework on time. This information is analysed by Form tutors to ensure learning organisation at home is in order.
- If a student attends school with the incorrect uniform Form Tutors will issue a **Code 9** on the register and send the student to the Welfare Office where the problem will be rectified.

Section 3: Monitoring and Evaluation

Monitoring of different behaviour types

SLT link will :-

Half termly - monitor SIMS data and will analyse the frequency of the following behaviour types

- Level 1 /2 behaviours
- Level 3 behaviours
- Level 4 behaviours
- Specific bullying incidents- (reported victim as well as perpetrator)

- Specific racial incidents

The behaviour frequency rates will be evaluated by whole Academy, year group and departmentally to determine the effectiveness of the whole Academy behaviour for learning policy. The following will be used

- % students identified on Champions Rewards League
- Individual staff average and no of level 1,2,3,4 given
- % students displaying level 3/ 4 behaviour types
- Department average levels and no of Level 1,2,3,4 given
- Level 4 behaviours resulting in fixed term/ permanent exclusions (including repeat offenders/ certain groups) against national baseline.

Monitoring to measure effectiveness of specific behaviour provision

Weekly monitoring of SIM behaviour data by the HOY/Behaviour Managers/Form tutors will identify students who have barriers to learning with repeat level 3 / 4 behaviours. Specific student programmes coordinated by the Behaviour Managers will be put in place, continued fortnightly monitoring will allow a half termly evaluation of the effectiveness of these programmes/ provision.

Annual Behaviour Audit

Each year a comprehensive review will be conducted involving all stakeholders on the effectiveness of the Behaviour for Learning Policy. The following stakeholders will be consulted:

Staff

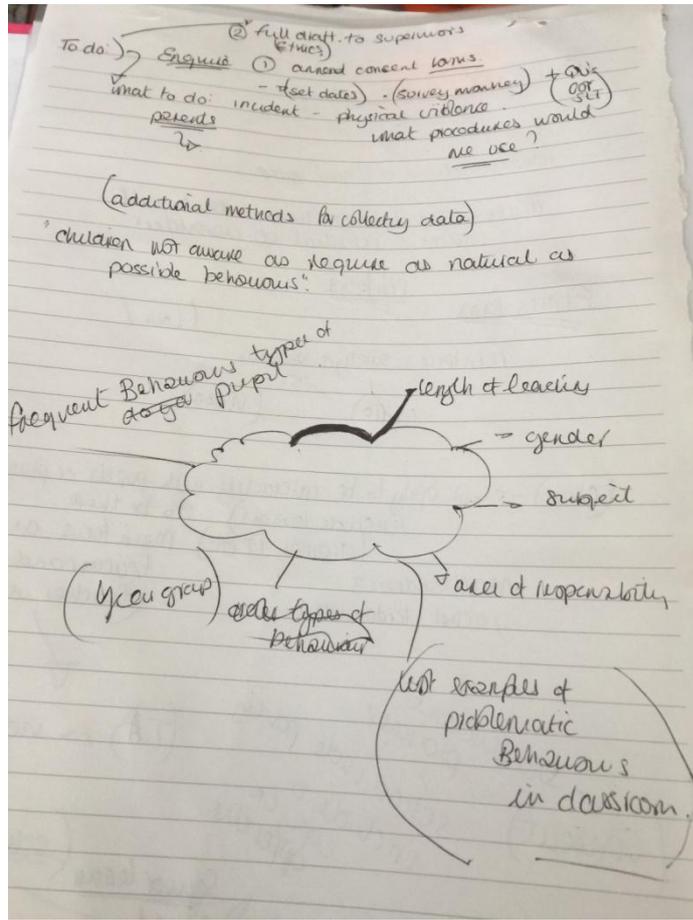
Students

Parents

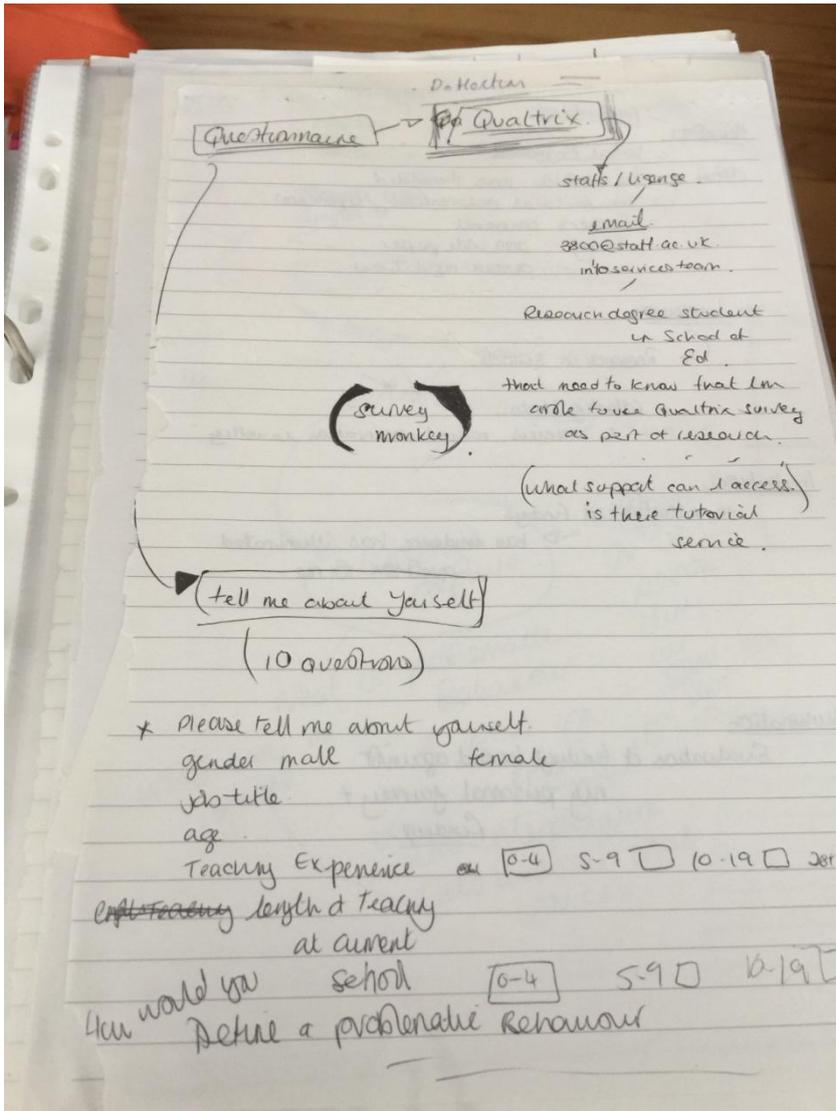
Governors

Appendix B- Artefacts to support Chapters' 2 and 3

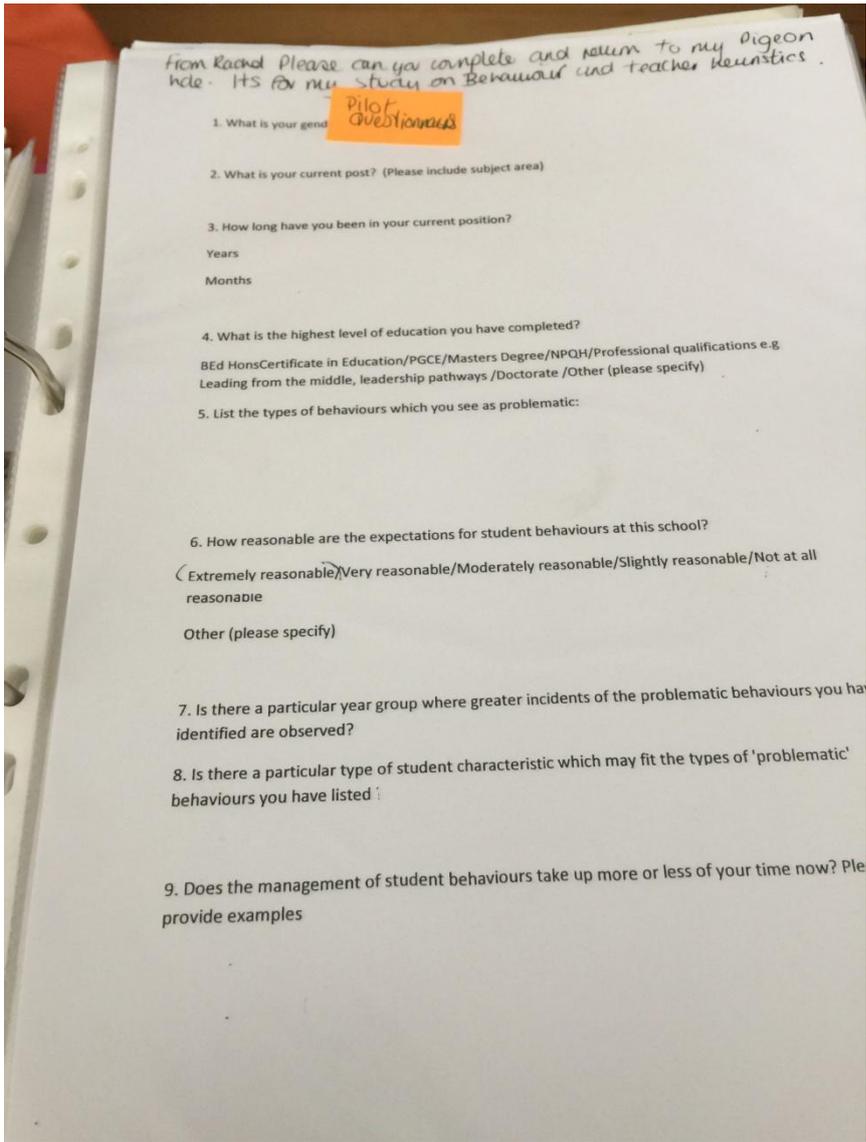
Introduction of the study



Notes produced prior to the meeting with Head introducing the study



Drafts for pilot questionnaire



Pilot questionnaire trialled in my own school setting with my colleagues

Letter sent to two research schools senior leadership Team (SLT)

Please let me re-introduce myself: Rachel Kidd-Smithers, Assistant Head teacher *****School, and doctoral researcher Staffs University. May I take this opportunity in thanking you for your time given to our phone call chat and agreeing to participate in this study. Following our conversation, I have provided some information which will hopefully elaborate on our phone conversation and email exchange.

Please feel free to drop me a line or phone call if you have any further comments, questions or further information.

Many thanks again,

See you soon

Best wishes Rachel KS

Projects' Background information

A shared meaning and understanding of the term 'problematic' behaviour does not exist within our education system.

Data taken from the DfE (2011) Special educational needs (SEN) information act which identifies 489,055 pupils listed on the SEN register as having behavioural, emotional, social difficulties (BESD) requiring 'school action' as a minimum response.

The Department for Education (DfE) 'Behaviour and Discipline in Schools' guidance (2011) and the 2010 White paper see behaviour as important as pupils achieving academic progress.

In-depth reading in this area has suggested that schools have historically managed pupil behaviours primarily through a biological lens.

Common 'patterns' of development, behaviours and unique individual behavioural tendencies are partially or wholly programmed in the genes, or are influenced by physiological processes such as hormone changes, Whatson (1998).

This meant that difficult behaviours were not seen as part of everyday school life with the management removed from teachers and the classroom. Consequently, teachers had less involvement in the decision making and defining processes when dealing with 'behaviours'.

Although relevant literature does demonstrate that many teachers have well defined ideas and boundaries of what constitutes acceptable and unacceptable behaviours it is essentially based on their own interpretation.

In essence there has been no real clear definition provided to support schools and teachers to better understand 'behaviour' characteristics and more importantly 'difficult behaviours' to date.

Examples of behaviours

Limited advice from the Underwood Report (1955) which identified the term and characteristics supporting 'maladjustment',

Elton Report (1989) which identified talking out of turn and, running in corridors, making unnecessary noise, and the

Steer Reports, (2005, 2009) provided no real definition which helped support schools and teachers to better understand 'behaviour' characteristics and more importantly 'difficult behaviours'.

Key questions raised by the literature

Why is there an increase in exclusions for BESD? (2012 DfE data) yet the NFER (2012) 'Teachers Voice' stated that of the 1600 teachers surveyed on pupil 'behaviours' 76 per cent of teachers thought that standard of 'behaviour' is good. Only 6 per cent felt that pupil 'behaviour' was 'poor' or 'very poor'.

Additional key issue is the way 'problematic behaviours' are managed. Eighty-two per cent of all teachers polled in the latest 2012 NFER 'Teachers Voice' agreed that praising good 'behaviours' should be used more by teachers. It too highlighted the use of consistent stringent 'behaviour' strategies and involvement of parents and carers in managing students who are presenting with behaviour issues.

The study went on to reveal that a quarter of all secondary teachers use detention to regulate 'behaviours' compared with only 1 per cent of primary teachers.

Raising the key issue of why, given the possible impact of environmental influences upon 'behaviour' in the secondary sector, for example the literature suggests that fewer teachers in the secondary sector draw upon environmental factors in the management of behaviour, such as parental involvement, central agreement towards behaviours or the use of reward/sanction

Your involvement

(For this I have produced a PowerPoint which I will send to you prior to my meeting with the staff and proposed participants. This presentation outlines the aim of the session and the plan for the research- including the schools and their involvement.

I will send this out to you before the presentation on the 20th march 2014)

The Aim

- ✓ The aim of this study is to investigate how teachers define and manage pupil behaviours. More specifically the concerns are to analyse:
- ✓ How teachers define 'problematic' classroom behaviours and their reasons for this.
- ✓ How teachers respond to such 'problematic' behaviours in classroom settings.

Objectives

- ✓ What is the impact of teachers' personal characteristics, in terms of gender, length of experience, subject, and age on how 'problematic' behaviours are defined?
- ✓ What is the impact of the external / internal regulatory frameworks/constraints (such as school behaviour policy, Ofsted, external examination, awarding bodies) on the definition of 'problematic' behaviours?
- ✓ It will aim to understand how teachers respond to those 'behaviours' in a classroom setting

The research model I am using is a qualitative one, which I am seeking comprehensive depictions of your experience. In this way I hope to illuminate: *How we as teachers define and manage problematic behaviours?*

Through your participation, I hope to understand the essence of the phenomenon as it reveals itself in your experiences. To do this I will be asking the teachers to recall specific episodes or events in their life which they may have experienced. The reason for this is to seek a vivid accurate and comprehensive account of these experiences, their thoughts, feelings and behaviours to see if this has any impact on how and why teachers define and manage pupils' behaviours. I will be asking the teachers to produce personal logs or journals alongside myself and the other participants to help understand the process of teachers' and their decision making.

All the teachers and schools information will be handled and managed with sensitivity. All data will be kept in a password protected computer and destroyed after completion of the research.

The task for the participants is as follows:

- ✓ In your schools please decide between yourselves which year 8 class you would like to review. Ideally the group needs to be the same for all of you.
- ✓ The group needs to present with personal behaviour issues/ or concerns to you
- ✓ When identified please select a lesson you would like to have recorded.
- ✓ Please complete the consent form, sign and return
- ✓ Please complete the short online survey-or paper copy of the short questionnaire

What will we do with the expected outcomes?

The research will contribute to the evidence base around understanding behaviours from the perspective of the teacher.

It is expected that our study may provide an insight into the factors which contribute to decision making and the management of pupils' problematic behaviours in schools.

Instructions to Research participants

Date

Dear

Thank you for your interest in my research on the experience of 'behaviours' and teacher decision making. I value the unique contribution that you can make to this study and am excited about the possibility of your participation in it. The purpose of this letter is to reiterate some of the things that we have already discussed and to secure your signature on the participant consent form attached.

The research model I am using is a qualitative one through which I am seeking comprehensive depictions of your experience. In this way I hope to illuminate or answer my question: **How do teachers perceive and define problematic behaviours?**

Through your participation as a co-researcher, I hope to understand the essence of the phenomenon as it reveals itself in your experiences. You will be asked to recall specific episodes or events in your life in which you experience the event we are investigating. I am seeking vivid accurate and comprehensive portrayals of what these experiences were like for you; your thoughts and feelings and behaviours as well as situations events, places and people linked to your experiences.

You may wish to share personal logs or journals with me or other ways including letters poems or artwork.

I value your participation and thank you for the commitment of time, energy and effort. If you have any further questions before signing the consent form please mail or call me on the following contact details.

Best wishes Rachel

Timescale	Who am I seeing	Purpose
<u>Visit 1</u> Aim: Familiarisation with teachers school/ day and teachers in natural environment School B 29 th April 1:00pm onwards School A 1 st May 1pm onwards	Head/ teaching staff	Politeness/protocol
	SLT to gain access to behaviour policy Timetable for lessons for review groups	Review timetabling for suggested yr 7 groups
	SLT- AHT- Behaviour- (SW)	Discuss Pastoral systems Discussion of Behaviour Policy
<u>Visit 2</u> <u>1st May- 23rd May inclusive</u> <u>Aim to generate research data- Lesson obs/ video footage review</u> Collection of diaries and video footage by Friday 23 rd May <u>RKS to Collect from Key contacts</u>	Familiarise with setting; observe respondent staff in their naturalistic setting.	Notes to see interactions with teachers/students. Explore differences between staff and relations with students Agree dates for field notes observation or dates to collect video lessons
<u>Visit 3</u> Aim -Review of video footage and reflection with respondents RKS- 26 th -30 th May Staff –dates between 1 June and 11 July	4 teachers per school	To collect lesson data for analysis Dates TBC during visit 1

Timeline sent to SLT

Research participant	Date set for Video/observed lesson	Date set to Review video footage with RKS (preferably choose either a Tuesday or Friday afternoon or any eve after 3pm)	RKS- ✓ and date when All material collected
K			
P			
D			
SW			
Me			
Li			
J			

Please find your name, complete a date/ time that you plan to either record your year 7 lesson OR you want me to come and observe/ take field notes.

Please return to me via email- by 30th April

Timeline sent to the participants to organise the teacher observations

Questionnaire

Review of Questionnaire sent out to ② respondent schools. Under teaching staff request = 30 completed returns (teaching staff (75) = 40% return. (Feb 2014)

Qu ① = Higher return by female teachers - female returns = 17
male returns = 13.

Qu ② Equal weighting of NQT to Middle leader with varying experience
Ops 9 months - NQT to years long serving teacher.

Qu ④ 3 returns studied @ BEDHns level 27 - PGCE or higher.

Qu ⑤ sexual comments towards female teachers, ignorance, talking back to teacher defiance, abusive language, phones, apathy, absence, swearing, Bully fighting, ADHD, ADD, ASD, low level talking at task, talking whilst teacher talks, throwing pens / equipment, interrupting teacher talk. equipment, not prompt start to lesson, not following instructions, passivity, aggressive behaviour.

Qu ⑥

All respondents see behaviour expectations as very reasonable.

Qu ⑦ yr 7. / yr 8. / yr 9. / yr 10. (i) not really.

||| ||||
"
###

-(Environment)

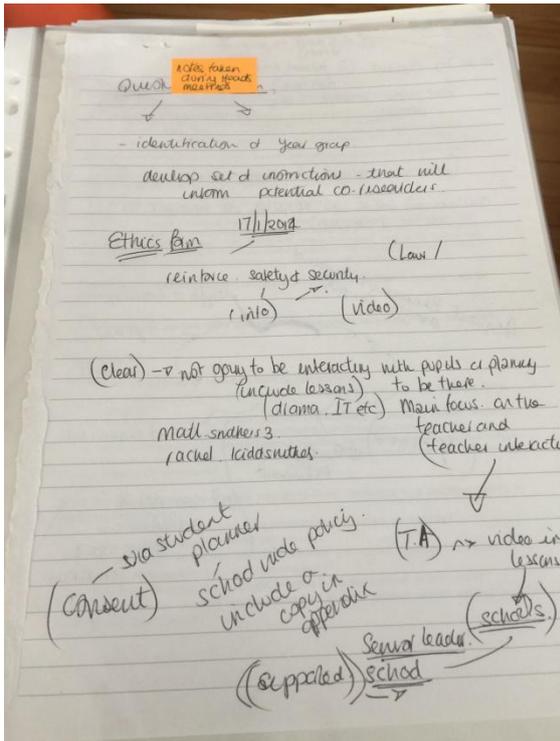
Qu ⑧ cite → Background → deprived, broken family as causals for problematic behaviour. ## ||||

girls / Boys.

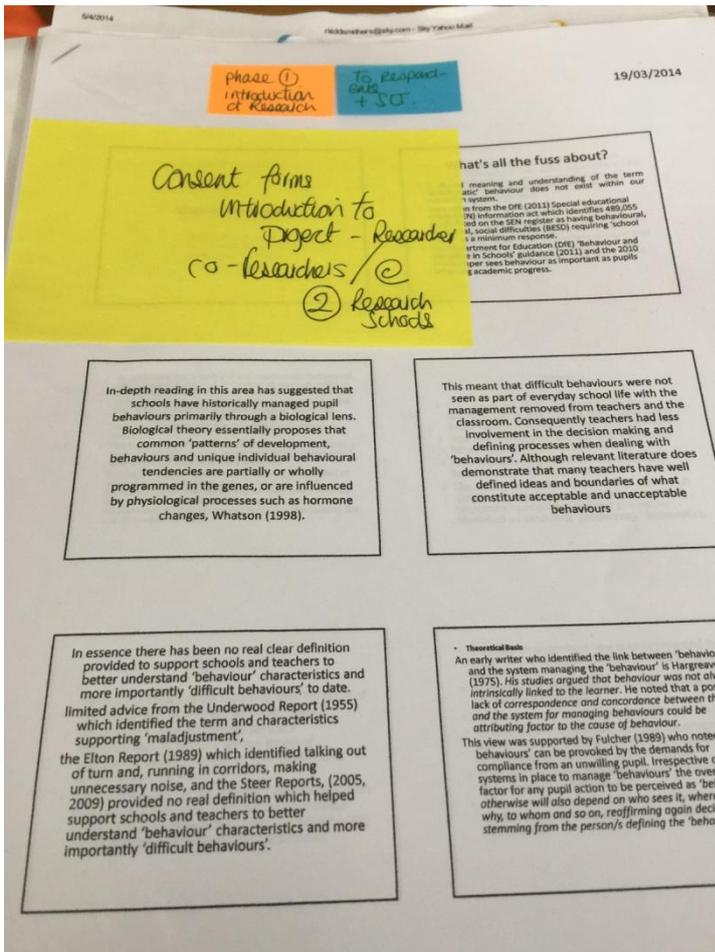
(Gender) ## ## |

mostly Boys - immature, juvenile behaviour cited.

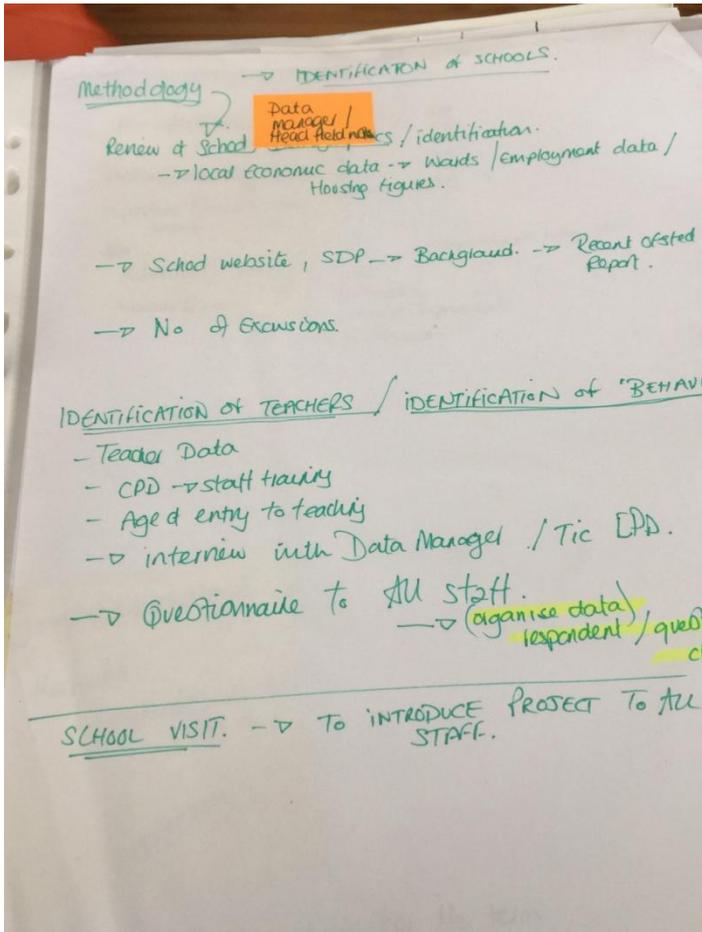
Analysis of questionnaire findings



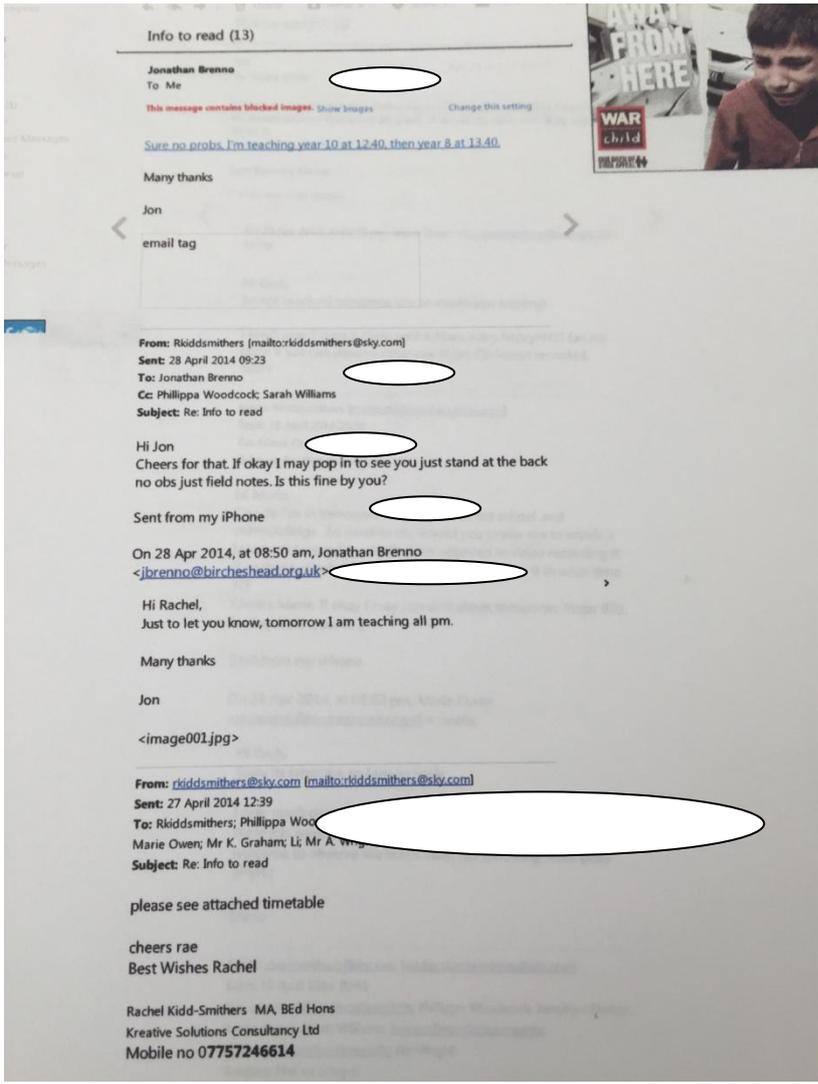
Field notes taken during the Initial meeting- Heads introduction to the project



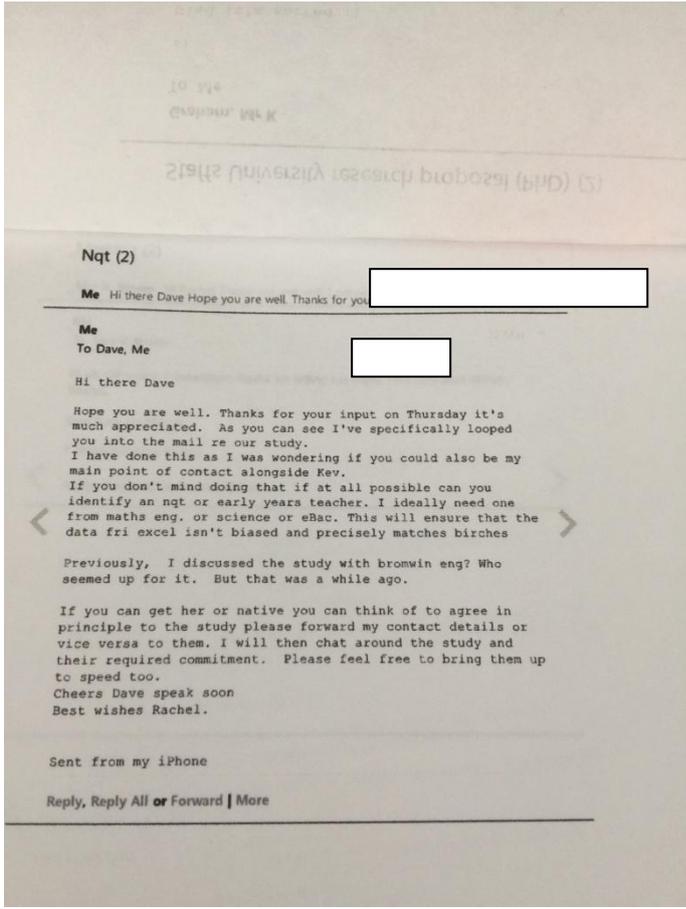
Consent forms and PowerPoint overview sent to the Heads for approval



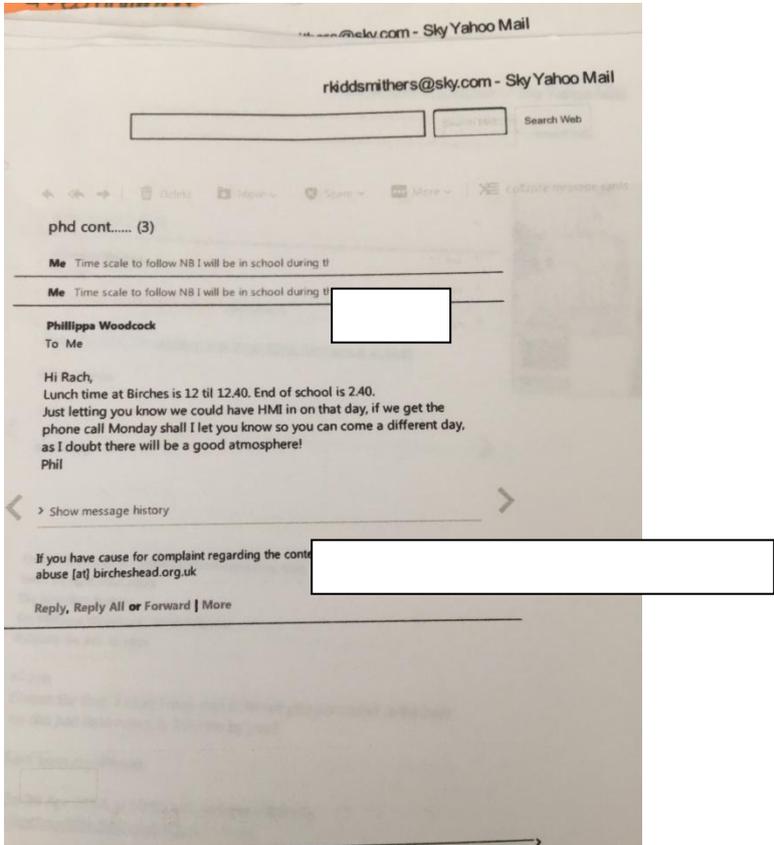
Identification of respondents

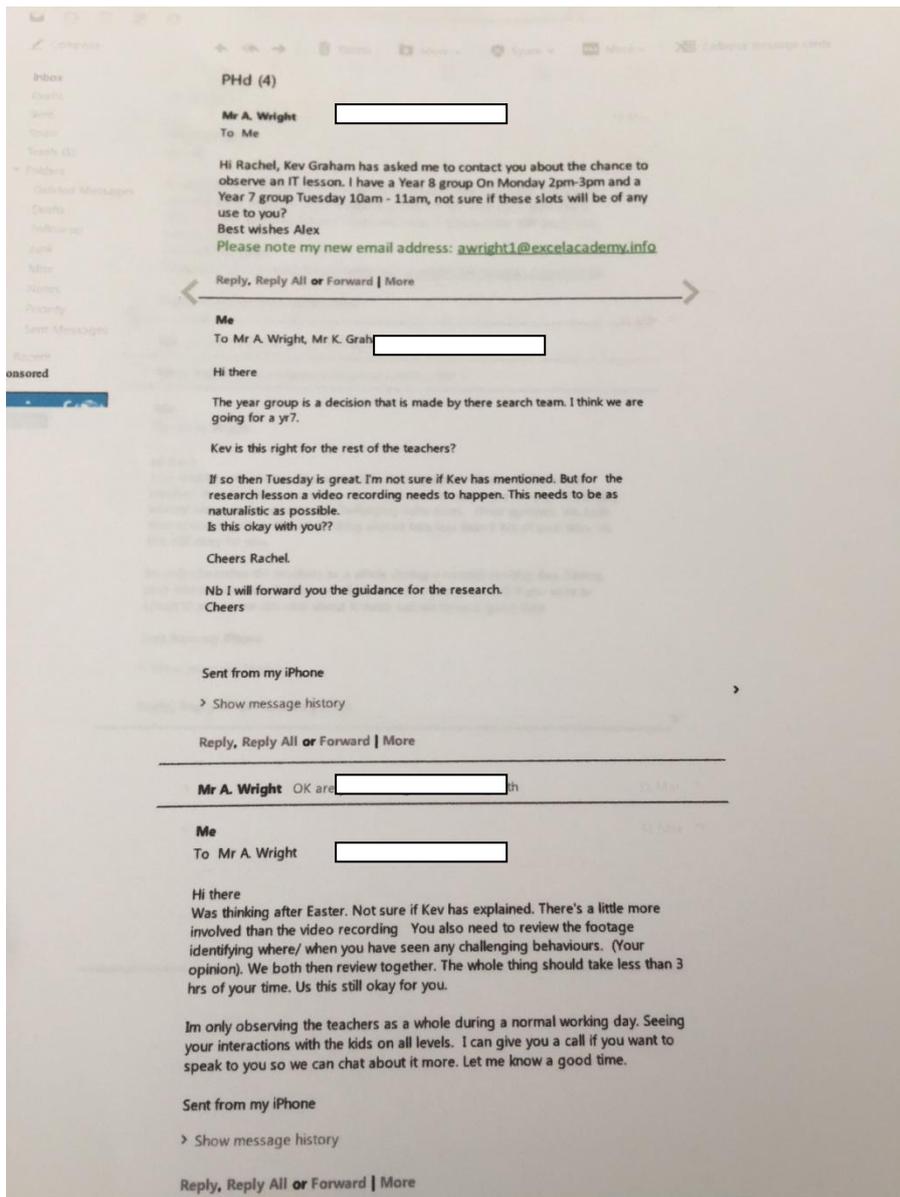


Email sent out to introduce the study to the respondents



Working with the gate keepers





Teaching Group identification and preferred observation method

Common themes generating from research data:

Teacher perceptions / reflections of their own experiences - Behavioural

respect \rightarrow linked behaviour to social class = Low SES = poor/unacceptable behaviour.

links to Learning and behaviour = dominant, link higher attaining pupils to positive behaviour experiences.

Behaviours are reinforced by teachers as set of instructions, yet definition of instructions not proposed, almost a silent message / expectation.

no recognition of own behaviour linking to instructions / actions / modelling.

see behaviour modelled outside of the classroom \rightarrow influenced by pupils social settings \rightarrow environments. \rightarrow eg - politeness, manners

Behaviour / tolerance - age + stage linked observed.

Big focus on silence = good behaviour, talky features frequently.

words / gestures to define 'behaviour'

right from wrong, consequence, respect, link poor behaviour to corporal punishment \rightarrow gender linked to behaviour - \rightarrow not caring.

Kids who talked, rude & abusive, arrogant, not bothered.

mouthy, behave inappropriately. motivation - apathy.

Social club - chat with mates. told, tales - inappropriate

actions/comments. immaturity \rightarrow (boys). ill-mannered, disrespectful

clown, home truths, real world, enough discipline, assurance seeking

- class size, not adequate for learning environment \rightarrow over

population \rightarrow (feels like a crowd) - time linked to behaviour

aware of their rights. lack of parental support \rightarrow linked to

low turnout for parents evening.

too much too soon - \rightarrow opinion, arguments and developed

ideas too soon. \rightarrow develop social skills to move them forward

to other establishments. \rightarrow sanction not recognising issue.

Common themes emerging from respondents' data: journals, video and blogs



Gender theme emerging

ise mentioned again

recognises attention
 "students get distracted when attention is given to one student"

Questions whether this spans from lesson to lesson
 "Are the students bored? but too well behaved, polite to misbehave?"

Findings

Feedback from lesson 'T'
 Some noise but comes during starter
 Excuse Noise ?? as it's wrong

Body Action
 non verbal acknowledged
 'Clicking' to get attention

only 'Allowed' ^{their words}
 Shortly cut on one occasion from pupil 'A'

Seems to celebrate this ?? as a positive

Teacher T reflects on AT in general - looks B towards learning + ab see 'poor behaviour lowered'

"see environmental + such as 'manness' not making until to more"

Talkative interrupts

see Boys as more problematic

Well -> emotive changed l 'Isidior'

'Random getting out of seat - pet hate'
 spoke to pupil 'J' about it'

boys ship to Educational Studies Vol. 35, No 5, December 2009, 515-524

Investigation to clarify teacher interaction within their classroom for boys and girls- Primary setting - reviewing specific categories of teacher verbal behaviour- measurement of the quantity and pattern of off task behaviours'. Research limited in this are Review of the work of Merrett and Wheldall (1992)- gap in research- 1992-2009 Davies (2008)- reviewed 10 Primary school Teachers focusing on teacher positive and negative interactions between B/G- which compromised both verbal and non verbal teacher behaviours- disagreed with Merrett- 61% boys compared to 29% girls.

Data collected from 18 PS teachers and students - Junior section- y3-6.

Sample selected from Data and respondent volunteered to observations- 5 schools - 18 teachers/ pupils in Merseyside - 45 minute obs conducted by under grad. students

Observer training and scoring - pupil on task behaviour, teacher verbal behaviour

Quants study.

Key words- teacher verbal feedback; gender; pupil behaviour

Findings- 6 categories

Teachers talk more to boys than girls

Greater observed difference in use of teacher instruction and redirection- receive less than 2/3rds to that of boys

Both approval of academic behaviour and disapproval of social behaviour- highlight teachers' talking more to boys than girls. 50% 'disapproval' in favour of boys than girls.

Girls more on task to boys yet boys more direct language. Girls tend to outperform boys hence teachers approval language.

Data taken from my journal during Johns and Tracey's video and observations footage

Tracey (-en)

How they define → biggi statements → 'teachers'

"school policy" → are they the same? do they do things that don't believe in → sch

Evidence

Say → (neg teacher) → teacher construct

questionnaire (demographic) → were did you travel journeyed how they got to the classroom.

What is the impact of the external / internal regulatory frameworks/constraints such as behaviour policy, Ofsted, external examination Awarding bodies on the definition of behaviour?

Give them key questions (what default lens do they use)

my

fair

Qul ma

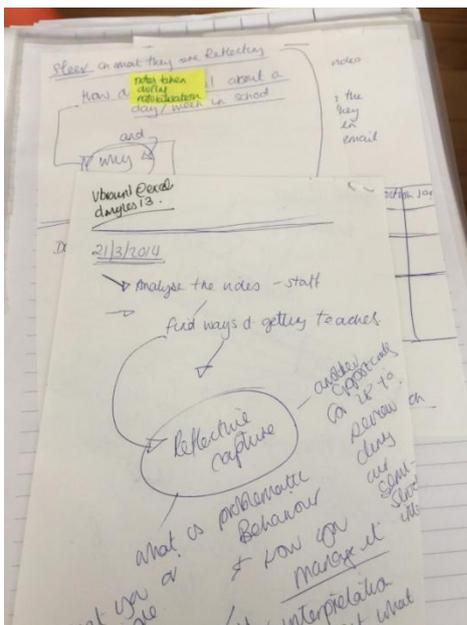
to understand how teachers respond to those behaviours in a classroom

what teachers do + my? → perceptions →

Coding the data

environment	Role <i>Personal Experiences</i>	Ken <i>Role</i>	gender
<p>'ken' has a seating plan which has an equal mix of boys and girls. He uses their attainment scores and behaviour scores to seat pupils'. He explained that this is a school and faculty strategy, and he makes no personal decisions when seating students. It was noted which behaviour/attainment score was noted- core subjects (maths/english) or 'kens'/ department. He acknowledged the department including his personal decisions re behaviour for learning scores.</p> <p>In the classroom 'ken' uses humour and verbal reasoning to manage and communicate 'problematic behaviours'. He highlights this directly to the pupil concerned; however, he uses others' to re-enforce his comments by citing the behaviour for learning policy to the whole class. During teaching 'ken' used verbal cues such as 'you know where i'm coming from' 'this is a school policy not my thinking, i need to prepare you for the workplace' he often sits when</p>	<p>Threatened to use c3- detention/ phone call home during taught lesson, was disappointed with the homework and progress made by pupils. He linked the actions observed to 'behaviour' and used the 'behaviour for learning policy' to highlight his point. During the hof role- 'kev' used own personal experiences and anecdotes. Especially when pupil was removed from colleagues' room. No reference to policy or following school guidance adopted, used personal lens to view/define behaviours. When we chatted about this 'ken' stated that he followed procedure and managed the situation in line with faculty/ school policy. He uses his football knowledge and past work to identify with 'behaviour' i'd be known for bad luck</p>	<p>School policy- behaviour for learning. Link to ofsted framework which places lesson judgements-3-requiring improvement, 4-inadequate based on pupil progress and behaviour-characteristics- off task or 'no progress'.</p> <p>During our discussions and when i observed the lesson ken cited 'school policy' was a main driver for him to manage learning however actions seemed to overrule thinking-heuristics came into play. This was more prevalent in hof role.</p> <p>Discussion seems more reflective outside the classroom especially when reflecting on his role as head of faculty. Thinks and reflects about his answers/ actions. In lesson 'ken' suggests that he adopts a personal lens to manage and define behaviour, however, during discussion he states firmly that he sees 'behaviour' as a school owned policy.</p> <p>States that when in the classroom teaching the main determining factor is progress. My classroom's all about progress, it has to be, that's what they're here for however that doesn't just mean it's boring and they get on with their work; progress can be in many</p>	<p>Appears to view behaviour through a gender lens when</p> <p>Receiving pupil from colleague, identifies why pupil has been sent out, and defines behaviour by asking pupil reason for removal 'what made you laugh? were you dicking around? Are you sure? You weren't you? Pupil responds by stating wasn't just me messing about.' uses metaphoric language to describe pupil behaviour '.....you're like a bad person because when mr s turned around looks, o's not getting caught, you're getting caught and that'll happen times out of ten with you. 'ken' referred himself to the observed behaviour stated 'it used to happen to me know what i did to stop it happen. Stop messing around.</p> <p>During observed period reas that 'ken' adopted a different during his role as hof. For male pupil was sent into another member of his disrupting their lesson personal thinking, still view a behaviour that would always use.</p> <p>During observations using more verb</p>

Stage 2 pulling the coding together data taken from observations, video footage and transcripts and field notes



of the researcher being present throughout the process and whilst understanding the phenomenon with increasing depth, the researcher experiences a "growing self awareness and knowledge" (1990 pp 9).

It can be argued that by ~~using~~ ^{adopting} this process ~~approach~~ ^{and reflection} will lead me to new meanings regarding the processing of behaviour and its determinants.

As part of my own heuristic process I gathered my ~~own~~ thoughts and thinking ^{on} 'behaviour' for which served as a ~~research~~ ^{self reflection} guide. These words included a personal journal reflecting my upbringing, family life, ~~schooling~~ ^{education} and training to become a teacher. I began reading around heuristics, Heuristic Research, design methodology and research, (Mustahar, 1990).

The heuristic process is a way of being informed, a way of knowing. ~~Whatever~~ ^{Whatever} whatever presents itself in the consciousness of the investigator as perception, sense, intuition or knowledge represents an invitation for further elucidation.

In such a process not only is knowledge extended but ~~the~~ ^{my} self of the researcher. From the beginning and throughout this investigation heuristic research involves self search, dialogue and discovery. I am determined

to extend my understanding and knowledge of an experience. I begin the heuristic investigation with my own self awareness and explicate that awareness with reference to 'behaviour' and its determinants.

In the process of my heuristic search I will challenge, confront and even doubt my understanding of behaviour. In the heuristic process I am personally involved. I am searching for qualities, conditions and relationships that underlie 'behaviour' and its definitions.

Essentially, in the heuristic process I will c

My thinking extract taken from my journal reflecting on my personal experience theme

Appendix C

Supporting Chapters 3 and 4

Field Notes during visits

Common themes generated from research data:

Teacher perceptions / reflections of their own experiences = Behaviour

respect -> link behaviour to social class = Low SES = poor unacceptable behaviour.

link to Learning and behaviour = dominant, link higher attaining pupils to positive behaviour experiences.

Behaviours are relearned by teachers as set of instructions, yet definition of instructions not proposed, almost a silent message / expectation.

no recognition of own behaviour linking to instructions / actions / modelling. see behaviour modelled outside of the classroom -> influenced by pupils social settings -> environments. -> eg - politeness, manners

Behaviour / tolerance - age + stage linked observed.

Big focus on silence = good behaviour, talking features frequently.

words / gestures to define 'behaviour'

right from wrong, consequence, respect, link poor behaviour to corporal punishment -> gender linked to behaviour -> not caring.

Kids who talked, rude & abusive, arrogant, not bothered.

worthy, behave inappropriately. motivation - apathy.

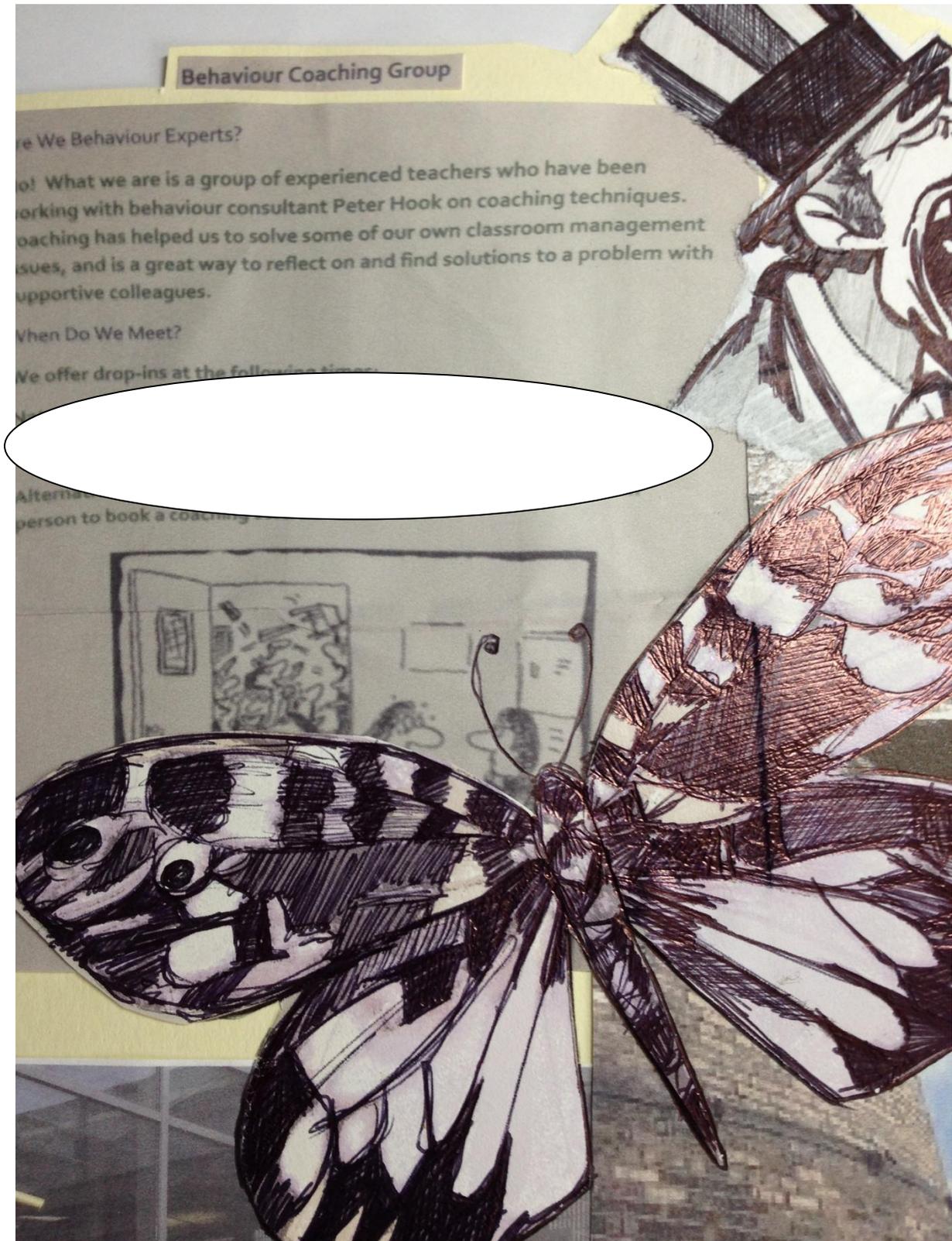
social club - chat with mates. told tales - inappropriate actions / comments. immaturity -> (boys). ill-mannered, disrespectful

clown, home truths, real world, enough discipline, assurance seeking

- class size, not adequate for learning environment -> over population -> (feels like a crowd) - time linked to behaviour aware of their rights. lack of parental support -> linked to low turnout for parents evening.

too much too soon -> opinion, arguments and developed ideas too soon. -> develop social skills to move them forward to other establishments. -> sanction not recognising issue.

Field notes School B observations



School B staff notice board, Rachel's' journal

TALKING

PAST...
Past....

I remember the red handprint on my leg, the taste of soap in my mouth, the fear I felt when my mum said "wait 'til your dad gets in"....just a few things that may have influenced my thoughts on behaviour. I knew right from wrong, where the boundaries were and that there would be consequences if I crossed them. As I grew older I did push the boundaries and cross the line. I had to face the consequences, but did it with little argument, as I knew I was in the wrong.

At school when I was young I remember doing as I was told. I wanted to do well. I listened to the teacher and got on with the work. Even at high school, although I didn't like all the teachers or all the subjects, I still respected them and got on with what I had been asked to do. There were teachers we were scared of, they would throw the board rubber at you, shout in your face and could send you to the head teacher for the cane. If you were sent to the head teacher you knew you were in trouble (not that I ever was). There was always a few (mainly boys) who didn't care what trouble they got in, but the majority towed the line. I can't remember there being classes full of kids who talked while the teacher was talking or messed about for a whole lesson. Kids who were rude or abusive to teachers were few and far between.

Maybe my memories of what it was like when I was at school are now seen through slightly rose tinted glasses, but I don't think they are that far from reality.

Present....

I first went into teaching 12 years ago. At 32 I wasn't a young trainee straight from college. I had kids of my own and had been in several different jobs. My first year, as a GTP, was at ~~xxxxxx~~. I was surprised at the behaviour of some of the students...rude, arrogant, not bothered. I thought maybe it was where the kids came from, their background, as it is close to a large council estate. But then I remembered that the school I went to also was next to a council estate and would have had a similar intake.

My first proper year teaching was at ~~xxxxxx~~. The behaviour wasn't much different. There was a number of students, mainly KS4, that were mouthy and would push their luck, often pushing it too far. It was still a minority of students who behaved inappropriately, but seemed to be more than when I was at school. There was a "quite room" where students were sent to be isolated in booths, supervised by a member of staff, where they had to complete work in silence. We also escorted

SILENCE

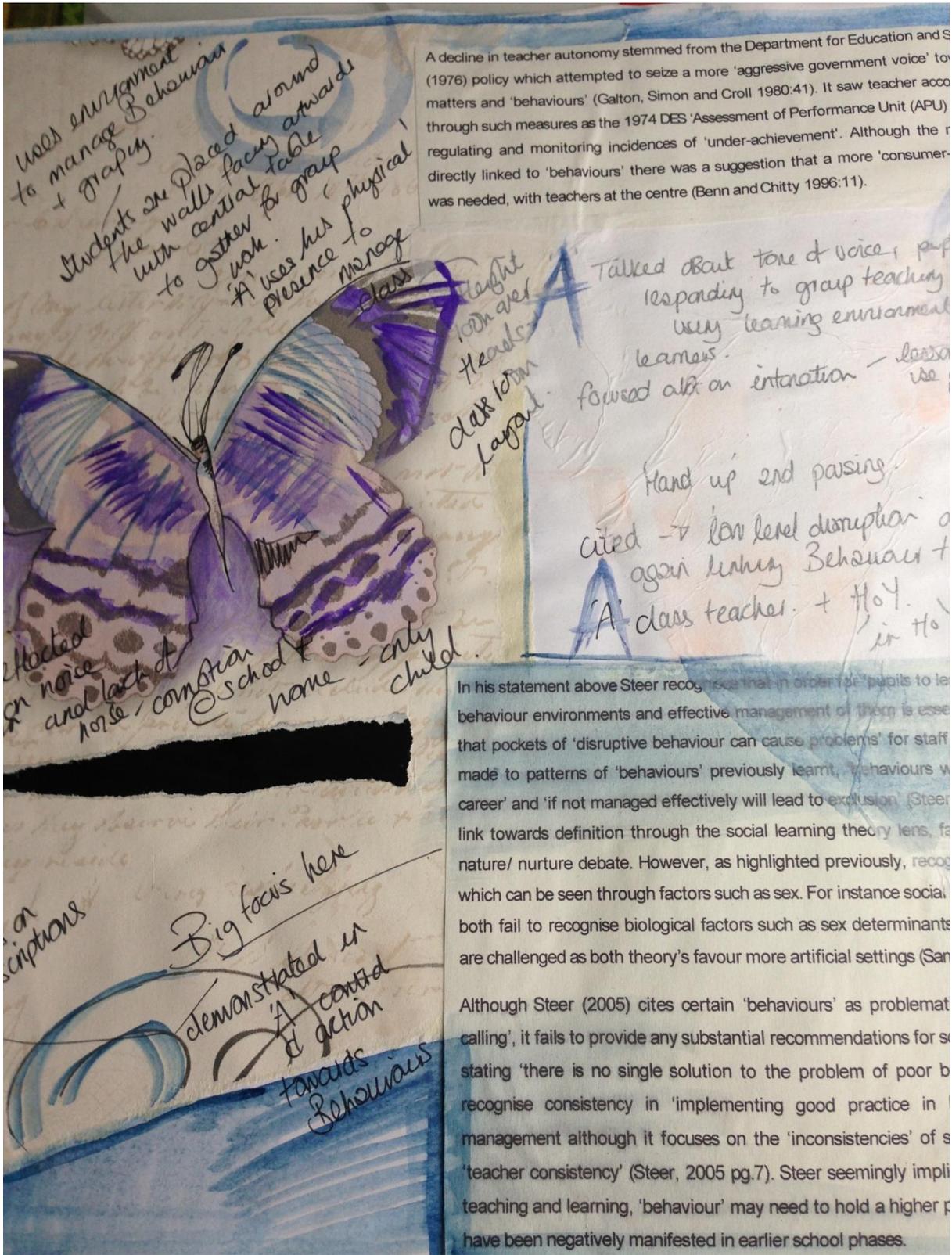
Title	
Article 1	Background
Pupils' causal attributes for	Study of causal attribution made by

Handwritten notes:
 - UNDERSTANDS WITH Behaviour definition
 - Review Article 1 Don't Renew
 - Behavioural class
 - S = poor/unacceptable Behaviour
 - makes comparison to own childhood
 - mouthy 'push luck'
 - Talk with
 - St

Field notes from 'Pats' interviews



School A - Tracey's thoughts on Problematic behaviour



School A- Field notes taken from discussions with Alan

Behaviour Journal.

25th March

H refused to be buddied, had to call sweep who came this side of Christmas for change. I have threatened to speak to S*** FC about his poor behaviour. This seemed to get his attention, at least for the moment. H is an unusual one, alone he wants to be my best mate but in classes he feels the need to be the clown. It must be some kind of attention thing. We talk regularly in after school detentions. I tell him some home truths about the real world and how he needs to take school more seriously, he always responds with the same nods and promises. In the next lesson he is great, a gifted mathematician, then following lessons show no difference. I will talk to L about his persistent disruption.

8th April

H would not stop swearing, even when sanctioned with an after school detention. I had to usher him out of the class as he would not leave. It appears that S*** have 'let him go'. Apparently he is too aggressive in matches. What a shame, does he even see how lucky he is to have this talent.

11th April

I had a long talk with H during detention. Told him that any kid at this school would bite his hand off for the chance to play for S juniors. He thinks he'll get in at C or E. From his comments it feels like the source of his frustrations is nether school or football. Home doesn't seem to be an issue either. Though from the numerous conversations I've had with mum, I don't think he gets enough discipline.

28th April

A new term and H seems better in class. His behaviour is less disruptive, maybe he's learned to eat some humble pie.

14th May

H entered the room today and would not stop swearing. I asked him to stop 3 times. He ignored me. I had to 'usher' him out of the room to stop him. The department then decided to move him to another class, an established group that would not be an easy audience for H.

School A field notes

22/06/14

School A Dave

Here goes

Regarding behaviour, I feel that the general standard of what is regarded by myself as good behaviour, is seriously lacking in modern students. This manifests itself in generally low-level disruption in many groups, as many of the students do not allow me, as a teacher, to even explain the lesson, let alone try to deliver good quality lessons.

This is not helped by the number of students who are actually in the groups. I have numbers exceeding 30 in several groups, being taught in a brand new building with rooms designed for no more than 24 students. To deliver a quality lesson in these circumstances is difficult to say the least, with attempts to quieten students akin to fire fighting. There is a discernible difference between one of my smaller, but lower-ability groups, compared to a much larger higher-ability group, simply because I am able to spend more time with each student in the smaller group. The standard of work is also much better with the smaller group, despite the data telling me otherwise.

Student behaviour has seemingly deteriorated over the relatively short time that I have been in teaching. What is deemed acceptable by modern standards is sadly lacking in my expectations of students. I grew up in the 60s and 70s with school very much in the old tradition of expectations. IE, adults were to be respected, students were there to learn and if you did not conform, then punishment was an inevitable consequence! The student of today finds it difficult to accept this relationship, with many disruptive students unable to understand the reason for being pulled up for unacceptable attitude or behaviour. Many of today's students are all too aware of their rights, but are clearly unable to accept their responsibilities. Parental support is also sadly lacking for a majority of students. It is becoming increasingly difficult to either contact parents or obtain support for the school regarding detentions or other sanctions. It would appear that many

parents are not happy to participate in their children's education, a fact borne by the often low turnout for Parents Evenings.

It is my feeling that the way students are currently being expected to form opinions, discuss issues, form arguments, develop ideas is possibly too much, too soon. I feel that modern students need more actual emphasis on learning facts, techniques, skills, etc., before being able to articulate ideas, with FE colleges, universities, etc, concentrating on these more abstract concepts. I certainly feel that I would have been unable to intellectualise many of these concepts at the age of the students we have to teach. I think that these opinions form over a much longer period of time, certainly not during the average student's time in school.

Although I am not in favour of a return to old style education, along with the ruler, cane, etc, it is patently obvious to most staff that the current sanctions do not work and need a serious overhaul. For students who have no real home life or parental support, a detention is actually preferable to returning to a cold, empty house and a series of signatures on a coloured piece of paper clearly has no consequential impact whatsoever, on the individual student.

That's my two pennyw'th, anyway!

School B

Pat

Past.....

I remember the red handprint on my leg, the taste of soap in my mouth, the fear I felt when my mum said 'wait 'til your dad gets in'.....just a few things that may have influenced my thoughts on behaviour. I knew right from wrong, where the boundaries were and that there would be consequences if I crossed them. As I grew older I did push the boundaries and cross the line. I had to face the consequences, but did it with little argument, as I knew I was in the wrong.

At school when I was young I remember doing as I was told. I wanted to do well. I listened to the teacher and got on with the work. Even at high school, although I didn't like all the teachers or all the subjects, I still respected them and got on with what I had been asked to do. There were teachers we were scared of, they would throw the board rubber at you, shout in your face and could send you to the head teacher for the cane. If you were sent to the head teacher you knew you were in trouble (not that I ever was). There was always a few (mainly boys) who didn't care what trouble they got in, but the majority towed the line. I can't remember there being classes full of kids who talked while the teacher was talking or messed about for a whole lesson. Kids who were rude or abusive to teachers were few and far between.

Maybe my memories of what it was like when I was at school are now seen through slightly rose tinted glasses, but I don't think they are that far from reality.

Present....

I first went into teaching 12 years ago. At 32 I wasn't a young trainee straight from college. I had kids of my own and had been in several different jobs. My first year, as a GTP, was at *****. I was surprised at the behaviour of some of the students...rude, arrogant, not bothered. I thought maybe it was where the kids came from, their background, as it is close to a large council estate. But then I remembered that the school I went to also was next to a council estate and would have had a similar intake.

My first proper year teaching was at B****. The behaviour wasn't much different. There was a number of students, mainly KS4, that were mouthy and would push their luck, often pushing it too far. It was still a minority of students who behaved inappropriately, but seemed to be more than when I was at school. There was a 'quite room' where students were sent to be isolated in booths, supervised by a member of staff, where they had to complete work in silence. We also escorted students up to detention in the dining room after school where they sat in rows and had to work in silence. A member of SLT would check off the students and ring home for any who had ran off.

I have been at the same school for over the last 10 years and behaviour seems to have got worse. The number of students who behave inappropriately has increased significantly.....or is that I am less tolerant? I don't think so!

In more recent years I have taught mainly KS4, where motivation is the biggest problem. A large proportion of students are disengaged and don't seem to care if they pass or fail. There are some extremely hard working and conscientious students, who without question want to well. There are however a large number who think that school is a social club where they just come to sit and chat with their mates....and what a drama if you ask them to stop! They huff and puff at every mention of doing any work. Everything is such an effort. They think everything should just be handed to them on a plate. Is this what they get at home? How are we meant to get these students to achieve anything?

It isn't that these kids are 'badly behaved' on the whole. There are not many fights or extreme behaviours. It all tends to centre around talking...either when the teacher is talking, or when they are meant to be working independently. When asked not to talk there are two main differences in response...the first being an apology and then continuation of the conversation, the second being the denial of having said anything, which can often then lead to a confrontation.

The most eye-opening experience for me has been in my (unwanted) return to KS3 teaching. Last year I had the pleasure (hint of sarcasm) of teaching maths to y7 and 8, both bottom sets. I can't say that I enjoyed it. The year 7 class were like nothing I had come across before. Individually, most of them were nice children. When put together in a class it was bizarre. They lacked any social skills... couldn't talk nicely to one another, told tales on one another, made inappropriate comments either to each other, about one another or to me. The levels of literacy and numeracy were terrible (even for a bottom set I thought). How could someone get to high school and not be able to write numbers?

Every lesson was a battle. Standing at the front of the classroom waiting for everyone to stop talking. Planning an hour's worth of work to only get through half of it if I was lucky. Going through the PMD (positive management of discipline) system as consistently as I could...but how many could I 'buddy' in one lesson!? We are meant to go through the levels without writing them on the board (as we used to do). I couldn't keep track of what level I had given to who and the kids knew it and it would cause confusion and arguments, so I had to revert back to writing it on the board (oh dear I could be in trouble).

Here's where my problem is... there's too many levels. I will give students the benefit of the doubt and will give them several non-verbal and verbal warnings about behaviour before I start going through the system. But once on that path officially it isn't until the 3rd level that they move seats in the classroom. Then on the 4th you send them outside and have conversation (while leaving the others to their own devices). On the 5th they are 'buddied', which means they go (after several attempts at trying to get another chance, or spending what feels like 10 minutes packing their things up) to another class to work (cause someone else disruption) there.

Transcript

Ken 18-11

4/24/2017

Transcribed by
www.qbftranscription.co.uk

Duration: 00:29:31

Respondent: Look at that, it's recording.

Interviewer: Oh right, okay, so the date's, what?

Respondent: 18th...

Interviewer: Yeah.

Respondent: Of November...

Interviewer: Yeah.

Respondent: 2014.

Interviewer: Yeah. And she'll transcribe this.

Respondent: Okay.

Interviewer: Then it won't... right, I've got to ask some questions for behaviour and behaviour management. First of all, can you define to me in your school here a behaviour that you would see as problematic?

Respondent: A behaviour that's problematic?

Interviewer: Yeah, that would be problematic for you to issue the behaviour policy.

Respondent: Well to be honest for me that would be something such as failure to do work in some respect, so whether that was failure to work in a lesson or failure to do homework, I find those problematic.

Interviewer: So that's a problematic behaviour?

Respondent: Yeah, because the, it creates paperwork for you to chase them to get them to do what you wanted them to do in the first place. So it's a bit like me talking to you today about my marking, I'm mostly marking to find there's been no progress and I should be marking for progress. Well that means I've got to reteach it, redo it and remark it, so that's problematic.

Behaviours in the standard view of it, naughtiness in the classroom, I don't particularly get a lot of.

Interviewer: Well what would be naughtiness? What would be that?

Respondent: Off task, goes back to the same thing. For me it would be off task, it would be chatting rather than working, doing something with their computer they shouldn't be doing rather than working. That would always be my worry with behaviour.

I don't get any, you know, I don't get them throwing things or shouting out or stuff like that, that's not the way they're trained.

Interviewer: What do you mean trained?

Respondent: Well that's the habits we've built in my room.

Interviewer: Oh...

Respondent: The habits I've built in my room. So they don't do that.

Interviewer: So... if you were not in your room would, and you were doing a cover...?

Respondent: I would probably have to reiterate a lot of rules to make them remember them. But they would, eventually they'd remember them. I'm quite a simple guy, and they know that; do what I want, do the work, they'll do well, they'll get good grades and life will be easy. That's true, I mean it sounds like a cliché but it isn't.

Or don't do what I want, don't do good work, don't get good grades and I'm going to be giving you a hard time because that's my job. And I tell them that, they know that, they have that explained to them.

Interviewer: So...

Respondent: 'I'm going to put a sticker in your planner now that says you're not doing well enough in my subject. I'm really sorry, but I've got to because that's my job, I've got to put this sticker in the planner because it's the truth and I've got to communicate with home. I'm sorry, but if you did your work I wouldn't have to put this sticker in.'

Because that's the truth, I'm not doing it, it's not a, there's a sticker, it's not that is it? That's not the way it works.

Interviewer: So, as a head of faculty then, would you still operate that same principle if somebody was sent to you?

Respondent: Yeah, it'0s, for me any behaviour issue whether it's work related or behaviour related, because I see them both as the same, behaviour for learning is about good work as well as good behaviour, good behaviour translates into good work.

If you're getting, we have a system here, one, two, three, if you're getting a one that's outstanding work, well outstanding work and outstanding behaviour, so what I'm sort of saying is, is the kid that's working for 50 minutes out of an hour, working really hard, in the last minute has a confrontation, stands up, swears, it's instantly a C4, you know, it's a detention because they've sworn and I'm going to have to deal with it.

But I can take into account that that kid's been good and hardworking for 50 minutes, so it's 50 minutes of being a one before the last ten minutes' confrontation created a 3 or 4, I get that. But is that any worse than the kid that's dead nice, dead polite, 'you all right, sir? How are you, sir? How was your day? How was your weekend, sir?' but doesn't do any work, chatters to you all the way through the lesson, which is worse? Which is worse behaviour, the kid that's sworn because it's easy to see, 'you've sworn, that's a sanction' or the kid that's wasting your time?

Interviewer: So if...

Respondent: So that's behaviour too.

Interviewer: If you had to put a gender to that or a characteristic...?

Respondent: Both. Ironically the genders in my mind, because that was a live example, were two girls. So one girl works hard for 50 minutes and then gets into a fight with somebody who's poking her and swears, so she gets a detention but part of that detention is me discussing it and counselling her in a way because I know she's done 50 minutes of good work and I want her to achieve.

But the kid that I have to say to at the end of the lesson 'look love, you've been, you're a really nice kid, I like you, but you've done no work so you've got to have a detention'.

Interviewer: So you always do that?

Respondent: Yeah, and I believe, and I try and promote this, we try and promote this across the school, those that believe in it, it's about making them see the big picture isn't it? So if I have a cover class, back to your analogy, I'll start by saying 'some of you know me, some of you don't. Those that know me know this is what I expect and why, those that don't...' and I'll explain it to them, and then the rest of the lesson should go according to that plan shouldn't it? I'm the teacher, they're the pupils.

Interviewer: So if I touch base on certain characteristics, what would you define as a problematic behaviour, so we've looked at attitude towards learning, so behaviour for learning, what other things would you see as problematic? That you would identify something that's...?

Respondent: Anything that causes low-level disruption.

Interviewer: So...

Respondent: So whether that's coming in from break still high from break, and we get a lot of that...

Interviewer: What would that look like?

Respondent: Coming in talking, raucous, in the middle of a conversation that's carrying on since break, it's just that lack of acknowledgement that that's finished and this is now lesson time, so the way I talk to them about that is 'the lesson starts when you come through my door, and the lesson ends when you leave my door' and, you know, anything in between would result in a, me going through the behaviour for learning system because that's what it's there for.

Interviewer: So if you're walking in the corridor...

Respondent: Yeah.

Interviewer: And you're not in your classroom, what do you do then?

Respondent: Same, because there's expectations in the corridor, the school has expectations. It's my job to make sure that they're upheld, I can't ignore them.

Interviewer: Right. So you wouldn't link it towards learning though would you?

Respondent: Not in the corridor, kids are kids, but then they do need to have the rules.

Interviewer: What do you mean by that?

Respondent: Well kids are kids, they're children, they're going to muck around and if you're walking down a corridor and something funny happens or you knock into somebody or you're being a bit larey it's normal, we all do that.

Interviewer: Have you seen that?

Respondent: Yeah.

Interviewer: What, what, boy, girl?

Respondent: Both.

Interviewer: Both?

Respondent: Boys are loud, girls tend to be in groups. So here I would imagine boys are loud, and that's what you have to deal with.

Interviewer: As in vocally?

Respondent: Yeah, vocally and then physically, so it's 'stop pushing in the corridor, stop messing around, oi come here, we have corridor standards, we don't do that in the corridor,' that's boys.

Girls it's more 'girls you're walking in a group of 15 in the corridor, can you walk faster, can you just break up, can you...' because it's chitter chatter isn't it? It's talk, I'm trying not to say gossip but that tends to be what they are.

Interviewer: No, say, so they gossip?

Respondent: Girls? Yeah, way more than boys. If boys have a problem, see it never changes and it never will, boys have a problem, boys have a fight, boys are over the problem, boys move forward; that's the way it will be for the rest of their life. Girls have a problem and it's so much more difficult than that, it's so much more intricate than that.

Interviewer: Why? Where do you see evidence of that then?

Respondent: You see evidence of that all the time, all the time. Girl issues, behavioural, are harder to deal with than boy issues because it's black and white with boys. 'He called my mum this, so I hit him' so you deal with him for hitting, you deal with him for calling his mum,

you deal with them both together and eventually they go 'yeah, fair enough mate' and they shake hands and they forget about it and move on.

Girls don't do that. Girls it's all about Facebook and social media and friendship groups and tittle tattling, in a circle it's harder to unpick.

Interviewer: So do you think the systems allow for that then?

Respondent: Yeah, I think so. I mean again we're not talking about classroom behaviour, we're talking about child behaviour.

Interviewer: So do they stop that when they come into the classroom?

Respondent: Not always.

Interviewer: So what would you do...

Respondent: So I have to stop it. It's simple isn't it, it's just you reiterate it, 'right, you're in the classroom, you're here to work, we're busy, don't need to hear this anymore, leave it for outside, is there a problem?' whatever, you know.

Interviewer: So would you say you're more tolerant then in the outside than you are in the class?

Respondent: No, I wouldn't say tolerant. There are, my classroom's all about progress, it has to be, that's what they're here for and that doesn't just mean it's boring and they get on with their work; progress can be in many different forms and that can be a good relationship with the teacher in the classroom, banter if you like, and that's important in the classroom. It does mean physically getting on with their work, but it also means engaging and educating them in other things that aren't, I mean me and my classes we'll talk about things that have got nothing to do with IT, if it's an interesting point we'll talk about it, I mean that's education.

Interviewer: Yeah.

Respondent: But then outside in the corridors, or outside when I'm on duty I have to work by the school rules. Bit different outside because you do talk to them and there is a conversation, inside the corridor it's movement isn't it so it is 'stop it and move to your classroom' because that's why you're in the corridors. So it's more to do with where than why.

Interviewer: Oh, so where they are?

Respondent: Yeah, I suppose, when it comes to corridors. If kids are pushing in the corridors I'm going to use my loud, deep voice to stop that, and that's the end of it because we're moving. If a kid has a fight in a corridor then I'm going to have to stop that, move them into a classroom and deal with it based on the school rules. Doesn't matter where I was going or what I'm now not doing, I have to deal with that.

Interviewer: Yeah.

Respondent: So it's horses for courses. I'm not going to get too upset about kids being silly in the corridor, but I will if I tell them and they don't stop, because I'm a teacher.

Interviewer: So, going back, so is that how you see yourself then, a teacher?

Respondent: I'm a, yeah, I'm a teacher. I'm quite Victorian with this, so I do see it as, you know, there's the kids, there's the teachers, there's the parents, I get that. But here, because their parents aren't here, it's us, we're the teachers. I don't like, I don't, I'm not happy if, I say everything once politely and nicely, but I might not the second or third time because I don't see why I'm having to say it unless they didn't hear me.

But then I also promote children being able to talk to me, so let's say I told a kid to stop doing something in a corridor and he genuinely didn't hear me, so I went a bit louder the next time and a bit madder the next time, I'd expect and respect that kid for going 'sorry sir, I didn't hear you' and me go 'oh well that's all right, that's absolutely fine then' because that's normal isn't it, that's...

Interviewer: Well that's mature.

Respondent: Yeah.

Interviewer: Do you see that, so say for example with a year seven and then you've got upper school, would you still use that same tactic?

Respondent: No, year sevens I use my authority on purpose.

Interviewer: So fear?

Respondent: Yeah. But in a firm and fair and move on way, and it is it's...

Interviewer: No, it's...

Respondent: So it's 'stop doing that' you know I might put on a different voice for year sevens, 'I don't want you to do that, do you hear me' because they'll be a bit scared and then I go 'good lads' and I walk off because they've done it, so it's tell them but praise them and move on. And I'd like to think they go away thinking 'he's all right, I won't mess with him though'.

Interviewer: Yeah.

Respondent: Because that's what I want, I want them to come into my classroom in GCSE and think 'he's all right, he's firm and he's fair and I like him, but I'm not going to get on the wrong side of him'.

Interviewer: When do you change, when do you sort of like loosen off then? Is it...

Respondent: When they're doing well, simple as that. See how quick I answered that? Because I've talked about it to them today, to a naughty class, well not a naughty class but a less focused class today. And they said 'but you were great with us last lesson' yeah, that's because you were working harder last lesson.

And then another comment might be 'but the other class you're really good with them' that's because they're flying, they're getting As and A*s.

Interviewer: So is this a tactic, not a tactic, is this a...

Respondent: A strategy, a tactic, I'd say so.

Interviewer: Yeah, from...

Respondent: It's a...

Interviewer: SLT?

Respondent: No, this is...

Interviewer: Or have you always just thought that then?

Respondent: Yeah, it's just me. I preach it, I preach it everywhere else, I preach it to my department, I preach it to other teachers, I model it, they see it.

Interviewer: So it's all about learning?

Respondent: It's got to be about progress, it's got to be about development every day or it's time wasted. And that doesn't have to be academic, I'm not saying that has to be 'I'm going to teach you about IT' or, it's not, it's, we were talking just about Lent and what it is, and there was two teachers and three or four kids discussing it and it was factual, educational but light hearted as well, and the kids love that, they love that kind of relationship. And that was just a chat about Lent, because a kid said 'what's it called, Shrove something?'...

Interviewer: Oh, Shrove Tuesday.

Respondent: And it went from there.

Interviewer: Yeah.

Respondent: And it was just a bit of fun. Mr X was being sarcastic about religion, and that was mentioned by me I was like 'oh he's being sarcastic' and that's, that's part of the wider picture isn't it?

Interviewer: So you kind of like fostering those relationships?

Respondent: Yeah, always. The kids, not the clever kids, that's the wrong word, the savvy kids realise how do you become in, Mr X, how do you get into

Mr X's team, how do you do that? And they work it out quickly, and it's easy, it's work hard, do well, build that relationship by asking for help, having a bit of character, a bit of resilience, don't cry when you get told off, don't sulk; I say that to them a lot 'don't sulk. Didn't like that did you because I've told you off, well...' and I love this saying at the moment 'I really like you, but I don't like what you're doing right now'. I love that at the moment, it's my favourite little saying. And it works.

Interviewer: Do the kids respond?

Respondent: Yeah. Because what they hear you saying 'I like you, I like you but I don't like what you're doing' and they see that as disappointing you so they change, very quickly change.

Interviewer: So do you have that, do you use that more with the girls or the boys or the lower sets or the higher sets?

Respondent: Both, I don't see them as any of those things, I don't really pay a lot of attention to the data numbers on them. I deal with them, try and breathe, and treat them, I try not to react. I try and breathe and then deal with them in a way that is conducive to moving forwards rather than... one of them said to me today 'you're grumpy today' I'm not grumpy, I'm actually not, I'm just tired and I'm trying to get this marking and I grinned then, because I like that, I like the fact that he's said it to me. We've got to be able to have conversations haven't we? Us and children, for those children to learn to do that in other parts of life, they're never going to develop as people.

Interviewer: When do you see them taking responsibility for their actions then? Is there a magic line of like key stage three to four?

Respondent: No, I don't think there's a magic line, I think you cut them a bit more slack in year seven and then you expect a bit more once you get to, you know, year nine and also you have a class more often so you expect them to retain it and remember standards, but then you're hoping for consistency across the board with staff aren't you, and you don't get that. You don't get that anywhere.

Interviewer: Why?

Respondent: I don't know, people are people. People might see things differently. But it's not even that because you've got to be corporate, you've got to do what the school says you've got to do, you've got to, even if you don't agree with it you've got to do it. And then from there you can build outwards from there.

So for instance I shouldn't have to tell kids to get their planner and pencil case out when they come into my room, because that's a school rule.

Interviewer: Do you though?

Respondent: But I have to because other teachers aren't doing it, so that's painful. And those kids probably think I'm an arse, and I'm actually the one doing it right and trying to teach them the right methods. There's got to be, they've got to be used to following structures and instructions... that's our buzzer, that's our bell now.

Interviewer: God, it's like a fire bell.

Respondent: Get that five times a day, frightens the life out of me.

Interviewer: Oh man, it's a right pitch.

Respondent: So they've... behaviour and behaviour for learning isn't just about your subject, it's about them as a human, as a person, developing them.

Interviewer: So what about you then, when you were at school.

Respondent: No one ever told, no one ever, I'm the opposite, and I said this again funnily enough me and a couple of kids had a conversation about this yesterday, year 11 boys, nobody explained things to me at school, I was average.

Interviewer: In what way?

Respondent: In every way, I just did everything average. But I didn't really know what was going on, I even think back to it now and there's no clarity in process structure, I didn't understand it, nobody stopped me; they probably shouted it at me a lot because I didn't get it, but there was no point at the beginning where somebody explained it to me and then checked to make sure I understood it. And had they have I'd

have improved, and that's what obviously college and university did that for me and obviously I'm not average, I'm exceptional.

So school didn't do that for, school didn't, I was just a body in the year group, I wasn't a person.

Interviewer: So is that why you install it with the kids now?

Respondent: Absolutely.

Interviewer: Right. How did that make you feel then?

Respondent: At school?

Interviewer: Yeah.

Respondent: Well at school it was fine because I'd gone under the radar and I just got on, but looking back what a waste of five years that was, and I did have talents in areas, now I know, that were never explored. I did subjects that I shouldn't have done because there was no pastoral conversation, nobody sat down and talked to me as if I was a human, it was just 'baa' you know, 'you're a number, off you go, you'll do that'.

Cheers pal, yeah, thank you, cheers Jas.

Interviewer: Yeah, so that's quite bad then isn't it really?

Respondent: Well is it, isn't it? It's helped me become the teacher... helped me become the teacher I am today.

Interviewer: What develop resilience?

Respondent: Yeah, and an overview, an understanding, an empathy.

Interviewer: With the kids?

Respondent: Yeah. Kids like me because I give them time, I will give them time and I always forgive them, always, and you build that over a period of time. But they also know I'm not soft, although I'm too soft sometimes...

Interviewer: With who then? With the situation?

Respondent: All of them. They're kids after all, can't be that angry with them. And their failure's got to be my failure, there's something I could be doing differently if they're not doing what I need them to do, what is it, do they not understand, what's the reason? What is it they say, if you keep doing things the same way and getting the same result but expecting it to change, there's some phrase around that isn't there?

Interviewer: Yeah.

Respondent: And it's madness isn't it? And that's true, it's the same with kids, why would you keep shouting the same things at them and expecting there to be a different outcome?

Interviewer: But you said at the beginning though you'd like you say it once in a stern manner...

Respondent: Yeah.

Interviewer: And then you expect them to respond.

Respondent: Well a simple instruction, so 'stop, stand still, be quiet, don't do that, turn round' they're simple instructions, you know.

Interviewer: To what you would describe as like corridor clatter?

Respondent: Yeah, but either way every kid in this school's intelligent, every kid in this school's bright, so every kid can understand a simple instruction like that, so that's annoying because they can hear you, they just ignore you, they're being kids, they can hear you.

Interviewer: Yeah.

Respondent: And in a way you've got to do that because you've got to build up that reputation for yourself. You can see the kids that, you can see the teachers the kids ignore, you see the teacher that, when I got trained

we talked about our yardage in voice, can you stop kids from 25 yards, can you stop kids from 30 yards, you know what I mean, down corridors. There's some truth in that.

Interviewer: So has that shaped you then, which has shaped you for managing your behaviour now in school, is it your training, or your school experience or is it all of them or none of them?

Respondent: All, all. The kids as well, you know, there's credit to them. I go home sometimes and think 'got that wrong, handled that wrong' come back the next day and talk to the kid about it and say to them, you know, I'm thinking in particular of a year 11 boy who thought he'd been kicked out of my class because we, there was a to-do in the class and then when I thought about it, it wasn't him, somebody else had wound me up and he got the brunt of it. So I grabbed him the next day and said 'look, you're still with me on Wednesdays, is that all right?' and he was like 'yeah, I thought I wasn't.'

And I said 'well that was my fault, I got, you got somebody else's shouting at then I think, I let that person wind me up' and then the kid then goes 'oh, that's really decent isn't it of you' so you've got a better relationship moving forwards.

Interviewer: Yeah.

Respondent: Nothing wrong with admitting you're wrong.

Interviewer: No.

Respondent: They respect it.

Interviewer: But a lot don't though do they?

Respondent: Don't know why some are in the job; we work with kids.

Interviewer: Yeah, I know...

Respondent: See you K.

Kieran: See you later sir.

Respondent: And they're odd, and they're...

Interviewer: Do you use humour?

Respondent: Yeah, all the time, banter we call it, banter.

Interviewer: Do the kids pick up on it?

Respondent: Yeah, as they get older.

Interviewer: As they get older.

Respondent: They like me more as they get older.

Interviewer: Yeah.

Respondent: They like that style. But then it's fine because it's based on a, we only have that if we're working well.

Interviewer: Do you have more banter with boys or girls?

Respondent: No, both, both.

Interviewer: Both?

Respondent: Both, girls will laugh more at my banter, my banter will be with the boys and the girls will laugh at it if you know what I mean.

Interviewer: Yeah.

Respondent: I'm always a bit wary of upsetting people so you don't want to say the wrong thing, you can say more to boys.

Interviewer: Why?

Respondent: Boys and boys, you can say silly things...

Interviewer: Boys are boys?

Respondent: Boys and boys...

Interviewer: Oh.

Interviewer: What do you th...well what would they do?

Interviewer: Yeah.

Respondent: Boys are dafter and less sensitive. Boys see that spotlight as, it's like a dog isn't it? Boys are like dogs and they see that as a pat on the head whereas girls are like cats and they want to be left alone occasionally. I think that's a good analogy as well, I do.

Interviewer: Is it?

Respondent: I think boys are like dogs, loyal, dopey, do anything you want them to, always come, whereas girls are a bit more deep aren't they, like a cat. You miff your cat and your cat keeps away from you for a while.

Interviewer: I've not got a cat.

Respondent: I've got a cat and a dog.

Interviewer: Have you?

Respondent: Yeah, if you get, if the cat gets annoyed with you he'll keep a wide berth for a while and you'll hurt its feelings a bit deeper, but the dog you can punt it and it'll come back.

Interviewer: I suppose so, yeah. So is that how you see it then?

Respondent: It's not how I see it, it's only when you talk and you think about them, they're very different, very different creatures.

Interviewer: So is that the same in terms of, I think you've got children haven't you?

Respondent: Mm-hm.

Interviewer: So how do you deal with your kids at home? What's your expectation there? Is it different?

Respondent: No it's... yeah, you can come in, don't worry. The same, I'm guilty of not being, I'm guilty of being a school teacher at home, always, and it's hard, it's hard to put it down. I expect to say things at home once

and then that's not going to happen is it? What can I do, put them on a detention?

Interviewer: Yeah.

Respondent: I've tried, it didn't work. So it's hard, it's hard that. And it's hard for me because they're young and I don't work with young kids, I work with young adults.

Interviewer: Yeah.

Respondent: And there's a total difference. And again, you know, little things like, you know, one will fall over and I won't do anything; they're all right, they'll pick themselves up, they'll learn that way, because that's how I'd be with the kids that I teach.

Interviewer: How old are they though?

Respondent: Five and three.

Interviewer: Bit of an age difference.

Respondent: I know, that's what I mean.

Interviewer: Yeah, it is hard isn't it?

Respondent: It is hard.

Speaker: See you tomorrow.

Respondent: See you.

Interviewer: And then you get disruptions don't you?

Respondent: That's your daily life in school.

Interviewer: Disruption?

Respondent: Yeah.

Interviewer: So have you ever had to discipline somebody in terms of being, like, you're a leader and you've never, you don't agree with what you're doing but you do it?

Respondent: Children or adult?

Interviewer: No, adult

Respondent: I wouldn't do it if I didn't agree with it.

Interviewer: Would you not?

Respondent: No. And I'm honest to the kids and they know when I believe in something and when I don't, and I'll say, I'm political about it and correct about it but I'll say something like, well a bit like I was saying to you before about 'I like you but I don't like what you're doing' I'll say that. I'll say 'look, this isn't what I think but this is what so-and-so thinks and this is' I'll mediate if you like.

Interviewer: Yeah.

Respondent: Because again they appreciate that.

Interviewer: So you're quite moral then with your judgements?

Respondent: Yeah, got to be. They need that. How are they going to learn if you don't stick to that with them?

Interviewer: Yeah, so they've got a moral compass. Do you think your policy gives that moral compass?

Respondent: This school?

Interviewer: Yeah.

Respondent: Yeah, if it's used right, if it's used consistently.

Interviewer: So what would be an example of it not used right?

Respondent: My form, I'll get behaviour for my form at the end of the week and I'll, I know for a fact it's not as real as it suggests. So I'll speak to them on a Monday and say 'how many nines did you get last week?', 'I don't know, one I think', 'what do you mean you think? You should know'.

There should be a conversation, 'I've given you a warning, you've failed that warning, I'm now giving you a nine, sorry.' That's how the conversation should go, it's not spite, it's 'sorry, you leave me no choice'.

'Well you've got four on here'. 'Four?' Kids are walking out of rooms not knowing...

Interviewer: Yeah.

Respondent: That they've got consequences. That's stupid, how is that system going to work?

Interviewer: Yeah, because they don't know...

Respondent: As well, if you're going to, why are you giving it to him in secret? What is it? What's the reason? It's a dead simple system, I walk them to it,

'come here, have a look at this, where would you say you are on here right now?'

Interviewer: Is that maybe because the staff don't want that confrontation?

Respondent: Maybe they don't want to get that close to the...

Interviewer: Kids.

Respondent: To the kid, to the client, but you've got to.

Interviewer: Yeah.

Respondent: Especially in a school like this. We're not an affluent school, we're a mixed school; some of these kids I'm the most sensible adult they'll know. So if I let, if I don't treat them as such then I've let them down as well.

Interviewer: Yeah.

Respondent: They expect six hours of normality, moral compass, you know, firm but fair, rules, sticking to them.

Interviewer: So it kind of, when you think about it then, like you say it's a lot bigger than behaviour for learning, it's behaviour for life.

Respondent: Yeah, it's peo...it's citizenship if you like.

Interviewer: Yeah.

Respondent: Although I don't like the term citizens, it's very American. It's about being people, good people. I sat in the WW at the weekend and watched a woman be rude to a member of staff, I'd have physically ripped her head off if she was as rude to me as she was to him and he took it, and I felt so sorry for him because he'd done nothing really wrong, she just needed some behave...she needed some training on her behaviour to other people.

Interviewer: Yeah.

Respondent: Don't go out of your way to be nasty to people if you don't have to be.

Interviewer: I know.

Respondent: We're all people at the end of the day, we're all, I saw a sign the other day from a rugby pitch and it said 'please remember the referees are human' it's true isn't it?

Interviewer: Yeah. I haven't got any more questions.

Respondent: Okay, you run out of tape yet? I'll keep talking...

Interviewer: No, carry on. It's interesting because you kind of, yeah, where, I think I've still got... I was looking at the lens of gender because there's a very big gender bias here in the terms, just purely from what I've picked up on, girls are described very much in a different way than you've described them.

Respondent: Right.

Interviewer: And that's interesting for me to now unpick.

Respondent: I don't know, it's weird, I'm trying to think in which order it went... I would probably suggest that I'm better with boys, but data suggests I get better results with girls, although I'm aware of that, that was five, six, seven years ago that that, I knew that data so I've been aware of that since... I try to just treat them all equal.

Interviewer: Yeah.

Respondent: Whether they're girls or boys, it doesn't matter.

Interviewer: Yeah, it is because you haven't defined any kind of behaviour and, you have little bits, so it'll be interesting to see what, how the kids talk and you talk with them in terms of the conversations you have.

Respondent: Yeah, I suppose that's why the year sevens isn't a great class because I don't know them very well, whereas if you came to a tens and elevens I know what they had for breakfast, I know what they're thinking before they think it, that's the depth we, I get into with them. I know them.

Interviewer: That's good because that's another lens you see was knowing the kids and seeing where they sit and do the GCSE, or other groups. So it's really interesting. I'll switch it off...

Respondent: Go next door, see how many kids have turned up .

Interviewer: It should be, oh, is that your detention?

Respondent: No, no, it's...