

Based on your own experience, can you please select the 3 most common types of low level disruption you face in your classroom

Base	1048
Answering back/questioning instructions	14%
Calling out (e.g answers, wanting to go to the toilet etc)	35%
Daydreaming/doodling	7%
Disturbing other children (e.g poking, trying to make each other laugh, passing notes, walking around the classroom)	38%
Eating/chewing gum	4%
Fidgeting/fiddling with equipment	23%
Late arrival	9%
Not facing the front	4%
Not having the correct equipment (e.g pen, pencils)	19%
Not having the correct uniform (e.g ties missing, scruffy uniform)	1%
Purposely making noise to gain attention (e.g tapping, humming)	19%
Not getting on with the work they are set	31%
Sighing/showing signs of tiredness	6%
Swinging/rocking on chairs	11%
Talking/chatting	69%
Using technology (e.g mobiles, ipads, game consoles etc)	11%

What impact, if any, do you think low level disruption generally has on the learning of pupils in the class?

		Primary/ Junior	Secondary
Base	1048	378	607
None	1%	0%	1%
Low impact	30%	36% L	26%
Medium impact	43%	40%	45%
High impact	26%	22%	27%
Don't know	1%	1%	1%

On average, how much learning time is lost within each hour of teaching time when a single episode of low level disruption occurs?

Base	1048
Less than 1 minute	23%
1 to 5 minutes	41%
5 to 10 minutes	20%
More than 10 minutes	7%
It varies too much to say	10%

Which, if any, of the following apply to the behaviour policy in your school? Please select all that apply.

		Primary/ Junior	Secondary
Base	1048	378	607
The school's policy on behaviour helps me manage pupil behaviour	54%	54%	55%
The headteacher supports me in managing poor pupil behaviour	34%	43%	29%
The school's policy on behaviour is unhelpful	16%	LM	19%
There is a behaviour policy but it is not well known	11%	11%	K
There are no agreed policies on behaviour	2%	2%	2%
The behaviour policy is applied consistently throughout my school	35%	50%	27%
None of the above	5%	LM	3%
		6%	

How confident do you feel in your ability to handle disruptive behaviour in the classroom?

Base	1048
Very confident	46%
Quite confident	47%
Not very confident	5%
Not at all confident	0%
Don't know	1%

On a scale of 1 to 10, how would you rate the overall learning culture in your school?

Base	1048
1 Very poor	1%
2	1%
3	3%
4	5%
5	7%
6	12%
7	22%
8	22%
9	14%
10 Very positive	11%
Don't know	2%
Net: Top 3	47%
Net: Bottom 5	17%

What do you feel are the 3 most important ways in which the headteacher and senior staff in your school can promote a positive learning culture?

Please select a maximum of 3 answers

Base	1048
High expectations of pupil behaviour are clearly and regularly communicated to pupils and parents	76%
The headteacher and senior staff often drop in to lessons	21%
The headteacher and senior staff tour the school regularly	29%
The headteacher makes sure all staff apply the behaviour policy consistently	30%
Staff receive professional development in behaviour management	15%
Dealing with poor behaviour is discussed openly with senior staff	30%
The school engages with parents on behavioural matters	54%
School uniform rules are applied consistently	16%
Other	5%
Don't know	3%