Effective behaviour supports in schools

EVIDENCE FOR LEARNING

Summary of recommendations

PROACTIVE				RESPONSIVE
1	**2**	**3**	**4**	**5**
Knowing and understanding students: Know and understand your students and their influences	**Teaching students:** Teach learning behaviours alongside managing misbehaviour	**Classroom strategies:** Use strategies and routines in the classroom to support expected behaviour	**School-wide supports:** Use school-wide supports and initiatives to build expectations and norms around behaviour	**Targeted approaches:** Use targeted approaches to meet the needs of individual students
• Students' behaviour has multiple influences, some of which teachers can address directly • Knowing and understanding a student, including their influences, strengths, interests and cultural background, will inform effective responses to misbehaviour • It is important that every student has a supportive relationship with a member of school staff	• Teaching and reinforcing learning behaviours will reduce the need to manage misbehaviour • Teachers should encourage students to use strategies to monitor their own behaviours • Consider how teaching and learning, and classroom conditions support learning behaviours, including how classroom culture supports student participation; and whether students are able to successfully engage with lesson content and access appropriate learning supports	• Effective classroom management, including routines and the use of specific behaviour-related praise, can reduce challenging behaviour, student disengagement, bullying, and aggression • Improving classroom management usually involves intensive professional learning with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reinforcement systems can be effective when they are part of a broader classroom management strategy	• School leaders should ensure the school's approach to behaviour is clear and consistently applied, e.g. by having clear expectations, well-documented policies and procedures, and using data to inform decision-making • Working in partnership with families and community can support expected behaviour • Whole school professional learning can encourage consistency of school-wide supports and initiatives	• Universal behaviour systems provide a foundation, but are unlikely to meet the needs of all students • For students with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting students with complex behaviour needs

IMPLEMENTATION

6	
Implementation: Consistency is key	• Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • Behaviour approaches are more likely to impact academic outcomes if implemented at a whole-school level • It is important to monitor and evaluate any approach being implemented to best understand the impact on students and identify where adjustments are needed

This resource relates to Evidence for Learning's Effective behaviour supports in schools Guidance Report. The full Guidance Report and supporting resources are available here: E4L.org.au