



Effective behaviour supports for schools

We have provided these questions to prompt reflection, aligned with the stages of implementation detailed in Evidence for Learning's Guidance Report 'Putting evidence to work: a school's guide to implementation'. There may be additional questions that will guide your school, depending on the specific approach to behaviour that you are looking to implement.

1



Foundation 1 for good implementation

Treat implementation as a process, not an event; plan and execute it in stages.

- ☒ Is the school committed to investing time and effort into building or refreshing the approach to behaviour?
- ☒ Is there a team responsible for managing the implementation of school-wide behaviour approaches, policies and strategies?
- ☒ Are there other projects that can be deprioritised in order to prioritise the implementation of the school-wide approach to behaviour?

2



Foundation 2 for good implementation

Create a leadership environment and school climate that is conducive to good implementation.

- ☒ Has the school leadership team created a clear vision and understanding of the expectations of behaviour across the school?
- ☒ Is there a sense of shared responsibility for the behaviour approach among staff, and ideally students and families too? Or is the approach to behaviour going to feel 'done to' the school community by leadership?

3



Explore

Define the problem you want to solve and identify appropriate approaches or practices to implement.

- ☒ What does your existing data say about student behaviour, behaviour trends over time, and the factors that may influence it?
- ☒ Does the approach to behaviour that you are looking to implement cover proactive and responsive strategies that are likely to be feasible in your school?
- ☒ Do staff understand the rationale for, and are they supportive of, the new or adapted approach to behaviour? (That is, does it have acceptability?)
- ☒ Is it feasible for this approach to be implemented? Is now the right time to implement it?

4



Prepare

Create a clear implementation plan, judge the readiness of the school to deliver that plan, and then prepare staff and resources.

- ☒ Has ongoing professional learning – in both classroom management strategies and school-wide approaches aligned with your approach – been planned for all school staff?
- ☒ Are those in the wider school community (beyond the leadership team and teachers) involved and supportive of the plan?
- ☒ What impact will you expect to see in your school if this approach to behaviour is successful? How will this impact be measured?

5



Deliver

Support staff, monitor progress, solve problems and adapt strategies as the approach is used for the first time.

- ☒ Are all staff trained in the approach to behaviour, including teaching assistants, receptionists, and everyone else who interacts with students? Do they have access to ongoing support?
- ☒ Have early career teachers been provided with additional support, such as coaching and mentoring?
- ☒ Is there a process in place to monitor the progress against the aims of the approach to behaviour?

6



Sustain

Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.

- ☒ Has the approach to behaviour achieved the desired outcomes? (Or has it shown early indicators that you will achieve these outcomes?)
- ☒ Do you have an ongoing plan for monitoring and evaluating your approach to behaviour?
- ☒ Do you have a plan to sustain the approach to behaviour through appropriate resourcing and ongoing professional development? This may include how to upskill new teachers in the school's approach to behaviour.

Other resources to support you

- The full Guidance Report: [Effective behaviour supports in schools](#) contains recommendations to help schools consider the implementation of both proactive and responsive strategies.
- E4L has curated a set of [illustrations of practice](#), highlighting how evidence-informed practices – including in behaviour and wellbeing – are being implemented in Australian schools.



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